THE USE OF SCANNING TECHNIQUE IN IMPROVING THE TENTH GRADE STUDENTS' LITERAL COMPREHENSION THROUGH FOLKLORE TEXT

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Abstract

This research aimed to improve the tenth grade students' literal comprehension at MAN Mansalean by using scanning technique through folklore text. The population was 54 students of the tenth grade students of MAN Mansalean in the Academic Year 2013/2014. The sample was selected by using a cluster sampling technique and the selected class was X^1 with 18 students. The instrument for collecting data was test. The test was given twice as pre-test and post-test. The data collected was analyzed statistically. It is found that the result of t-counted value was 16,56. Consulted with the t-table value by applying the degree of freedom (df) 18(18-1=17) and significance 0,05, the value acquired in the t-table was 2,110. It can be seen that the t-counted value was higher than the t-table value which means the research hypothesis was accepted. In conclusion, the use of folklore text by using scanning technique is effective in improving the tenth grade students' literal comprehension at MAN Mansalean.

Key words: Literal comprehension; Scanning Technique; Folklore Text.

INTRODUCTION

Reading as one of the language skills is a fundamental way to get information in our society and academic setting in particular. It is the urgent activity in any language classes, not only as a source of information and pleasure activity, but also as the tools to combine widening one's knowledge of the language. Reading plays an important role for the students. It is because reading enables students to know what have been stated in the text which they never know before. Therefore, through reading they will get any information that they don't get yet before. Reading also makes the students gain more knowledge, experiences, pleasure, and useful information.

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Reading is one of the most important skills in learning English besides listening, speaking and writing. The following are the definitions about reading according to some experts. Cashdan (1979:65) states:

> Reading is a complex process; the term "reading" has two meanings. The first meaning deals with a process and the second deals with a product. As a process, reading means the way in which something is interpreted and understood, and a product, reading is the communication of thoughts and emotion from the writer to the reader.

Whereas, Tarigan (1989:7) argues "Reading is a process done and used by the reader to get message sent through written media". Based on these definitions, the writer concludes that reading is actually a process for getting information. Whenever a person is curious to any information and world knowledge she/he should read any printed books or media which contain news or information. She/he should encourage himself/herself to seek messages which deal with scientific knowledge in general and the language knowledge in particular.

Reading has four comprehension skills. They are literal comprehension, inferential/interpretative comprehension, critical reading, and creative reading. Literal comprehension itself represents the ability to get a low-level type of understanding by utilizing only information explicitly stated. Students answer the literal questions simply and recalls from memory what the text says. Harris and Sipay (1980) state "literal comprehension is the skill of getting primary and literal meaning. It is the simplest level of comprehension and the one that make the least demand on reasoning".

Based on this quotation, it can be commented that this skill make the students be able to comprehend an English text and answer the literal question by seeking the answer which are directly and explicitly available in the text. The literal question can often be answered in the words of the text itself.

Harris and Sipay (1980:7) point out "literal comprehension is the skill of getting primary and literal meaning. It is the simplest level of comprehension and the one that make the least demands on reasoning". This statement means that through literal comprehension, a student is able to understand and comprehend an English text in answering the question. Students just seek the answer in the text because the answer is available directly and explicitly in the text itself.

Reading on the literal comprehension stage requires a lower level of thinking skills than the other three levels. It related to the skill of understanding information or refers to the idea and facts that are written directly in the text pages. Smith (1980:170) argues "Literal

reading involves the idea and fact that are directly stated in the printed pages". It means that a reader just recalls from her/his memory what the text says.

Inferential comprehension is a level of reading comprehension which is higher than literal comprehension. Wiener and Bazerman (1978:54) state, "Inference or interpretation is a process by which a reader (student) uses indications to collect information. In making inferences, the student goes beyond surface details and "read between the lines" to gain information logically". It means that, by this level of reading comprehension, when the students read, absolutely, they develop their ideas from the precise information. Inferential comprehension invites students to find the answer of the question that is provided in a text implicitly. The answer is not clearly stated in the text but suggested in the statement of the text.

Critical reading is at higher level than literal and inferential because it involves evaluation, the making of a personal judgment on the accuracy, value, and truthfulness of what is read. Hielman (1981:245) states, "Critical comprehension: analyzing, evaluating, and personally reacting to information presented in the passage". It means that students must be able to gather, render, analyze and synthesize the information which is presented in a passage.

According to Harris and Smith (1986), "The creative reading is able to explained as going beyond understanding of reading matter to reach the new ideas or conclusion". Based on the statement, it can be said that creative reading is concerned with a different thinking that has to do with various divergent ways of looking at things viewing beyond the actual new or alternate solution with students are encouraged to attempt overcoming the problem in many different ways.

In reading, there are two techniques of reading which is commonly known. They are scanning and skimming. Mikulecky and Jeffries (2004:25) state, "Scanning technique is a very high speed reading that the readers do when they are looking for a specific piece of information". It means that the reader scan a text because they have a query in their mind without reading every word but the key words that they will seek to answer the question occurring in their mind. For instance, the scanning technique helps readers to learn how to skip over unimportant word and find out urgent words that are relevant to what they seek and need by reading fast. Mikulecky and Jeffries (2004:38) point out "Skimming is a high speed reading technique that can save the reader's time and help them get information through lot of materials quickly. It is different from other kinds of a high speed reading, such as previewing and scanning. In skimming, the readers skim a text to get the general

sense of passage or book, not specific details". It can be commented that reader just reads the whole text for seeking the general information very quickly that can be used to answer the question on the skimming technique. The readers just find out the important parts which provide the answer of the questions without focusing the text on detail information. The two techniques of reading above are used in reading process. Students may get the specific information from the text by scanning, and they may get the general idea of what the text is about by skimming.

In teaching reading, the teacher needs media to support the learning process. One of the media that can be used is folklore text. Folklore text is a kind of narrative text. It is the same as fairy story or fairy tale. However, there are any different between folklore and fairy story. Folklore tells people traditional beliefs that sometimes come from their culture while fairy story is a kind of tale that only tells about any imagination of fictive information. In the other side, both of them are kinds of narrative text.

Folklore can be informed and told by spoken or written. Indonesia has many kinds of folklores. For example, we have Malin Kundang (folklore from Sumatra), Batu Bagga (folklore from Sulawesi), Kebo Iwa (folklore from Bali), and Sangkuriang (folklore from Java). These kinds of folklore were influenced by the traditional belief in each place.

As a kind of story, folklore text can be used as a media in a learning process especially in reading. It is because learning through story allows children in this case students to pursue personal interest through the foreign language. Besides, the writer should provide a folklore text as a good quality of story. Quality stories have characters and plot that engage children as the students, often the art work is as important as the text in telling the story, and they create the strong feeling of satisfaction when the end is reached.

METHODOLOGY

This was pre-experimental research. There was one class as the sample. The sample of this research was X^1 students of MAN Mansalean. The writer took the tenth grade students of MAN Mansalean. Three classes were X^1, X^2, and X^3. The total number of the population was 54. It is shown on the table as follow:

Table 1: The Population of the Research

Classes	Number of Students
X^1	18
X^2	17
X^3	19
Total	54

Furthermore, in collecting the data, the writer used tests as the instrument of the research. The tests consisted of pre-test and post-test. Pre-test is the test given to the students to measure the students' prior knowledge. It is conducted before the treatment while the post-test was given to the students to measure the literal comprehension after getting the treatment. To obtain the data needed, the writer employed one instrument of data collection namely test. The pre-test was administered at the first meeting in order to measure the students' literal comprehension. After giving the pre-test, the writer gave the treatment to the students. The treatment was given for six meetings. Each meeting consisted of 2 x 40 minutes. The writer taught the students by using the scanning technique when they did the exercises. The writer did the treatment in the morning or in the school hours.

In conducting the treatment, the writer did several steps. Firstly, the writer asked some questions related to the topic. Secondly, the writer explained about how to use scanning technique to answer the question in the text. Thirdly, he provided and gave the students the text. Fourth, the writer instructed the students to read the text. Fifthly, he explained the students about how to answer the questions correctly. Sixthly, he instructed the students to answer the questions. Finally, the writer helped the students when they got difficulties in understanding the text provided. After giving the treatment, the writer gave the post-test to the students. The test kind and difficulty level given in the post-test was the same with the test given in the pre-test. The post- test was the test used to asses the students' literal comprehension after receiving the treatment.

The writer analyzed the result of the test. In analizing the data, at the first the writer computed the individual score by using formula stated by Purwanto (1987:102) as follows:

$$NP = \frac{R}{SM} \text{ x } 100$$

Where:

Np = percentage score

R = students score

Sm = maximum score of the test

100 = constant number

The second, the writer computed the mean score of the students in pre-test and post-test by using formula proposed by Purwanto (1987:89) as follows:

$$M = \frac{\sum X}{N}$$

Where:

M = the mean of scores

$\sum X$ = the sum of scores in the distribution

N = the number of students

Then, the writer used the formula (Sukardi, 2009:90) to find out the mean deviation of pretest and posttest difference from each student as follows:

$$D = \frac{\sum \text{posttest} - \sum \text{pretest}}{N}$$

Finally, after getting the students' individual score in the pre-test and post-test and find the difference, the researcher computed value in order to analyze the effectiveness of the treatment by using formula proposed by Sukardi (2009:91) as follows:

$$t = \frac{D}{\sqrt{\left[\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}\right]}}$$

Where:

t = the value of t-counted

D = the mean deviation of pre-test and post-test difference

$\sum d$ = the sum of square deviation

N = number of students

1 = constant number

RESULTS

The writer conducted this research in X^1 class. The result of pre-test is shown below

Table 2: The Result of Students Pre-Test

No	Initials	Test (Max.Score = 100)		Total	Scores
		Multiple choice	Essay		
1	Abd.	30	20	50	50
2	Dev	30	36	66	66
3	Diw	20	31	51	51
4	Faj	30	20	50	50
5	Jan	30	35	65	65
6	Kart	40	32	72	72
7	Meg	30	22	52	52
8	Mis	30	26	56	56
9	Mukh	20	32	52	52
10	Mun	40	21	61	61
11	Murt	30	11	41	41
12	Rest	30	30	60	60
13	Rusd	20	36	56	56
14	Sala	30	21	51	51
15	Sam	20	26	46	46
16	Sit	30	23	53	53
17	Sus	20	20	40	40
18	Suwa	30	20	50	50
	Total			972	972

After computing the students' score, the writer computed their mean score. The mean score of the students in the pre-test is 54

After conducting the treatment, the writer administered post-test. The result can be seen as follows:

Table 3: The Result of Students Score in Post-Test

No	Initials	Test (Max.Score = 100)		Total	Scores
		Multiple choice	Essay		
1	Abd.	40	26	66	66
2	Dev	40	50	90	90
3	Diw	40	32	72	72
4	Faj	40	31	71	71
5	Jan	50	41	91	91
6	Kart	50	50	100	100
7	Meg	50	41	91	91
8	Mis	50	31	81	81
9	Mukh	40	41	81	81
10	Mun	50	45	95	95
11	Murt	50	17	67	67
12	Rest	50	45	95	95
13	Rusd	40	41	81	81
14	Sala	50	35	85	85
15	Sam	40	36	76	76
16	Sit	40	30	70	70
17	Sus	30	31	61	61
18	Suwa	40	27	67	67
	Total			1440	1440

The students' mean score of the post-test was 80.

After computing the mean score, the writer computed the deviation.

Table 4: Deviation of the Pre-Test and Post-Test

No	Initials	Students'Score		Deviation $d = (X2-X1)$	$d2$
		Pre-test (X1)	Post-Test (X2)		
1	Abd.	50	66	16	256
2	Dev	66	90	24	576
3	Diw	51	72	21	441
4	Faj	50	71	21	441
5	Jan	65	91	26	676
6	Kart	72	100	28	784
7	Meg	52	91	39	1521
8	Mis	56	81	25	625
9	Mukh	52	81	29	841
10	Mun	61	95	34	1156
11	Murt	41	67	26	676
12	Rest	60	95	35	1225
13	Rusd	56	81	25	625
14	Sala	51	85	34	1156
15	Sam	46	76	30	900
16	Sit	53	70	17	289
17	Sus	40	61	21	441
18	Suwa	50	67	17	289
	Total	972	1440	468	12918

After getting the mean deviation, the writer computed the deviation. The result is 26.

After having the sum of deviation, the writer finally computed the t-test to find out the significant difference of the pre-test and post-test by using t-test formula. The writer found that the significant difference between the result of the pre-test and the post-test of the students was 16.56.

The result of the test showed that there is a significant difference of the students' achievement before getting the treatment and after getting the treatment. This was proved by the testing hypothesis. The writer found that t-counted value (16.56) was higher than t-table value (2.110). It means that the use of folklore text by applying scanning technique significantly improves the sudents' literal comprehension.

DISCUSSION

Related to the result of students' pre-test, none of the students got the highest score. The standard at the school is 60. The percentage of students who got score lower than 60 is 72%. It means that only 5 students (27%) who got score more than 60. In the pre-test, there is 1 student who got the highest (1 %) and there is 1 student who got the lowest (1%). In doing the pre-test, the students did not know well how to use the scanning technique in doing the exercises.

At the first treatment, the writer asked the students to use the scanning technique that had been taught to do the exercises given by the writer. The students got difficulty to do it. After that, the writer explained about the folklore text as the media in learning process. It was aimed at improving their literal comprehension.

After conducting the treatment, the writer gave post-test. He found that students already comprehend how to use scanning technique especially in doing the exercise. In the post-test none of students got score lower than 60. The lowest score was 61, while the highest was 100. It means that all of the students got the scores which are higher than the standard score. In short, the students' score was improved from the pre-test to the post-test. By comparing the result of pre-test and post-test, the writer concludes that the use of folklore text by applying scanning technique is effective because there is a progress in the students' score. There is also a significant difference by comparing the result of t-counted to t-table.

Based on the result, it can be concluded that the use of scanning technique in teaching reading comprehension especially literal comprehension through folklore text is better than what have been done by some researchers previously. One of them was written by Devi Anggraini (2011). The title was "The Implementation of Cooperative Learning in

Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 19 Palu". In this research, the researcher wanted to prove how the implementation of cooperative learning improved the students' reading comprehension especially for the eighth grade students of SMP Negeri 19 Palu.

Furthermore, a similar research was done by Desman (2012). The research was about "Improving Reading Comprehension of the Eleventh Grade Students at SMA Negeri 6 Palu through Context Clues technique". In this research, the researcher applied context clues technique to prove whether the students reading comprehension can be improved by using this technique.

These research is similar to what have been done by the writer. We focused on the students reading comprehension. However, they just focused on the reading comprehension in general while in this reaseach, the writer specified the research in literal comprehension that he wanted to improve. Besides, the writer also used folklore text and scanning technique as the supporting media and technique in this research.Therefore, the result of this research shows more significant influence than the other.

CONCLUSIONS AND SUGGESTIONS

After collecting and analyzing the data, the writer draws conclusion of this research. It is concluded that the use of folklore text by applying scanning technique can effectively improve the students' literal comprehension. There is a significant improvement of the students' literal comprehension after the writer taught the students by using folklore text and applying scanning technique.

By observing the result of testing hypothesis, literal comprehension of the tenth grade students of MAN Mansalean can be improved by applying scanning technique through folklore text. There is a significant improvement of the students' literal comprehension after teaching them by applying scanning technique. It implies that the use of folklore text by applying scanning technique is effective to teach literal comprehension.

Having conducted the research, the writer has proved that using of folklore text by applying scanning technique is effective in teaching literal comprehension. The writer provides some suggestions. First of all, folklore text can be used as one of the media to teach reading especially in reading comprehension. Then, scanning technique also can be used as the technique in teaching reading to make the students easier to answer the question that provided. The last, teacher should motivate the students to do many reading activities to improve their reading skill especially in improving their reading comprehension.

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