

IMPROVING READING COMPREHENSION OF GRADE VIII STUDENTS AT SMP NEGERI 1 TOLITOLI THROUGH SCANNING TECHNIQUE

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ABSTRACT

The objective of the research is to prove whether the use of scanning technique is effective to improve students' reading comprehension in narrative text. This pre-experimental study uses 30 students as a sample. They are grade VIII^G of SMP NEGERI 1 Tolitoli. The procedure of this research consists of pretest, treatment, and posttest. The result of the analysis shows that scanning technique contributes greatly to the students' comprehension in narrative text. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test is 65.27 while in the post-test improved up to 79.37. The data of this research are analyzed by using SPSS Program version 16.0. Then the data of both tests are analyzed by using T-test, and the result shows that the T-test value 9.795 is high than T-table value 2.045. It can be inferred that scanning technique is very effective to improve students' reading comprehension in narrative text.

Keywords: Improving, reading comprehension, narrative text, scanning technique.

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan apakah penggunaan teknik scanning efektif untuk meningkatkan pemahaman membaca siswa dalam teks narative. Ini adalah pre-experimental desain yang menggunakan 30 siswa sebagai contoh. Mereka adalah kelas VIII^G dari SMP NEGERI 1 Tolitoli. Prosedur penelitian ini terdiri dari pretest, treatment, dan posttest. Hasil dari analisis menunjukkan bahwa scanning teknik berkontribusi besar untuk pemahaman siswa narrative teks. Itu dapat dilihat dari perbedaan skor mean antara pretest dan posttest. Mean skor pretest adalah 65.27 sedangkan mean skor posttest meningkat menjadi 79.37. Data penelitian ini dianalisa dengan menggunakan SPSS Program versi 16.0. kemudian data dari kedua test dianalisis menggunakan T-test, dan hasilnya menunjukkan bahwa nilai T-test 9.795 lebih besar dari pada nilai T-table 2.045. dapat disimpulkan bahwa teknik scanning sangat efektif untuk meningkatkan pemahaman membaca siswa dalam narrative text.

Kata kunci: meningkatkan, pemahaman membaca, narrative teks, teknik scanning.

1. Introduction

Reading is very important thing for everyone, especially for students. Because, if we want to get information about something, we should be reading. Reading becomes a basic thing for students, because if students get difficult in reading, they will have trouble in learning process. As a result, directly affect for their result in the classroom. They will get bad result for their test. Reading is one of important skill in language learning because learners read in their activities. Reading is a process communication between writer and reader. According Tarigan (2008) reading is a process in which done by reader to get message or information from writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of the reader.

Reading is an active process Cooper (2006) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Reading is an active process. Rahmatullah (2013) stated that reading is the meaningful interpretation of printed or written verbal symbols. This activity is not simply looking. It is involving deriving meaning from printed words. It requires a high level of muscular coordination. The readers are not only seeing and identifying the symbols, but also understanding the meaning. Reading is an active process of grasp new information which is needed by readers. It is an activity to understand the meaning of written or printed media.

Reading is a complex process that depends upon the individual's language development, experience's background, cognitive ability, and attitudes toward reading. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension.

To improve the students' reading comprehension, they usually face problems related to the component of reading comprehension such as determining main idea, finding specific information, inference, reference and vocabulary. In Simanjuntak (1987: 54) defines "the main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader". On other hand, readers should be concerned on finding specific information of reading text because it is very useful when knowing exactly what the reader looking for in a text. Then, Inference means the readers use their logical thinking and making conclusion about what the goal of the reading passage and the goal is not written directly by the writer. Reference means a relation between objects where one object designates, or acts as a means by which to connect to or link to, another object. In reading comprehension, readers who have lack of vocabularies will get difficulty in understanding reading text.

In addition, reading comprehension is a communication activity between the reader and the writer through the text. Smith and Dale (1980: 7), "Reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author". Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension.

Intensive reading is reading shorter to extract specific information. This is more an accuracy activity involving reading for detail. This kind of reading is more an accuracy activity involving reading for details. The objective of intensive reading is developing the

ability to decode meanings or messages by drawing on both syntactical and lexical clues. Hence, the primary concern and emphasis as in all reading is on skill for recognition rather than for production of languages features. This implies that reading is a receptive skill. Therefore, in intensive reading a control from the teacher is compulsory to help students for elucidation of structure difficulties and the extension of vocabulary.

In extensive reading, reading is in quantity and in order to again a general understanding of what is read. It is intended to develop good reading habits. To build up knowledge of vocabulary and structure also encourage a like for reading.

There are some levels of reading comprehension that can be used to discover the meaning of a text. According to Burns, Roe, & Ross (1984: 177) "Reading comprehension is divided into four levels namely: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension". Literal reading is the teacher can ask students to find information and ideas that are explicitly stated in the text. Interpretive reading is the readers must be able to read critically and analyze what has been read. Critical reading is an active reader in questioning, searching for facts, and suspending judgment until all of the materials are considered. And creative Reading is concerned with the production of new ideas, the development of new insights, fresh approaches, and original construct. However, in this research, focus on literal reading.

Scanning technique is a good technique according Richard and friends (2007) states that scanning is type of speed-reading technique which is used when the reader wants to located a particular piece of information without necessarily understanding the rest of a text or passage and the reader can study the text in more the detail. According to Vaezi (2006: 5), "scanning is reading rapidly to find a specific piece of information (name, place, and time, etc)".

In addition, to improve students' reading comprehension is not easy. The students need another treatment or technique to improve their reading comprehension. Therefore, the researcher uses scanning technique to improve students' reading comprehension. Scanning is a quick reading, focusing on locating specific information.

There are some advantages of scanning building on Grellet (1981) in Winarti (2011), there are as follow: Scanning help the students only try to locate specific information, Scanning help the students to follow the linearity of the passage, and Scanning help the students to use the time efficiently.

Based on the statement above, reading using scanning technique can help the students to get information from the book and the students can use the time efficiently.

Teaching reading through scanning technique according Brown in Simanjuntak (1987) advocated hat motivation is the key to being successful in learning. Motivation is commonly understood as an inner drive, impulse, emotion, or desire that moves one the particular action. One of the ways to motivate students to read is through implementing the right techniques in teaching reading. In line with the present study, the researcher made use of scanning technique in improving the students' reading ability.

Moreover, Scanning is very useful for the readers to find specific information to get answers from the other hand, most of the students have problems about reading. Their knowledge of English is still low on reading skill so they cannot understand the Reading text. In fact, the students at Grade VIII of SMP Negeri 1 Tolitoli face problem on reading as they confuse when they answer of the question; they must read all of the word of the text. It takes a long time to understand all of the text so they get unsatisfied result. Moreover, they are bored to read because the text is unfamiliar topic for them and they cannot imagine about the topic. In short, the students have not been able to comprehend English text yet. This problem can be

solved by answering the research question *Can the use of scanning technique improve reading comprehension of Grade VIII students at SMP Negeri 1 TOLITOLI?* The result of this research is expected can give contributions to the students, teachers, and further researcher.

2. Method of the Research

The researcher employed pre-experimental research design that involved one group pre-test and post-test. The pre-test was conduct before giving treatment. Then the researcher treated the students for several meeting by using scanning technique. After conducting several meetings, the students were tested again in post-test to measure the students' reading comprehension achievement after conducting the treatment. The sample of this research was grade VIII^G students of SMP Negeri 1 Tolitoli, in academic year 2016/2017. It was determined by applying purposive sampling. The total numbers of sample were 30 students.

3. Findings and Discussion

3.1 The Result of Pretest

Pretest was given to know the students' reading comprehension before the treatment. meet a long text. They think to get the

Table 1. The Result of Pretest

NO	Students' Name	Obtained Score	TOTAL SCORE (X)	RATE
1	AGR	36	80	successful
2	FRE	39	87	successful
3	GYK	28	62	Failed
4	HMA	23	51	Failed
5	JCK	30	67	successful
6	KAS	31	69	successful
7	MFA	33	73	successful
8	MFS	33	73	successful
9	MIA	31	69	successful
10	MIR	28	62	Failed
11	YPM	28	62	Failed
12	AZP	30	67	successful
13	AWI	15	33	Failed
14	ASP	32	71	successful
15	AMN	25	55	Failed
16	DAL	23	51	Failed
17	FBR	38	84	successful
18	IAH	30	67	successful
19	JTJ	27	60	Failed
20	MJT	27	60	Failed
21	MTM	28	62	Failed
22	SFH	27	60	Failed
23	RSA	32	71	successful
24	RCM	26	58	Failed
25	SSH	36	80	successful
26	TYR	35	78	successful
27	ZIR	24	53	Failed
28	ANH	38	84	successful
29	ZSP	19	42	Failed
30	MSH	30	67	successful
AVERAGE SCORE		882	1.958	

Based on the table above, the researcher found that the most of the students got failed score. Total of the student who got failed score was 14 students and the student who

got successful score was 16 students. The researcher concluded that students of grade VIII of SMP Negeri 1 Tolitoli still had less of reading comprehension in narrative text.

3.2 The Result of Posttest

To know the result of the students, score in reading comprehension, it can be seen on the table below:

Table 2. The Result of Posttest

NO	Students' Name	Obtained Score	TOTAL SCORE (X)	RATE
1	AGR	41	91	Successful
2	FRE	41	91	Successful
3	GYK	35	78	Successful
4	HMA	35	78	Successful
5	JCK	40	89	Successful
6	KAS	34	75	Successful
7	MFA	37	82	Successful
8	MFS	41	91	Successful
9	MIA	33	73	Successful
10	MIR	32	71	Successful
11	YPM	34	75	Successful
12	AZP	35	78	Successful
13	AWI	34	75	Successful
14	ASP	37	82	Successful
15	AMN	34	75	Successful
16	DAL	31	69	Successful
17	FBR	42	93	Successful
18	IAH	37	82	Successful
19	JTJ	36	80	Successful
20	MJT	32	71	Successful
21	MTM	32	71	Successful
22	SFH	33	73	Successful
23	RSA	36	80	Successful
24	RCM	32	71	Successful
25	SSH	41	91	Successful
26	TYR	39	87	Successful
27	ZIR	33	73	Successful
28	ANH	43	95	Successful
29	ZSP	30	67	Successful
30	MSH	33	73	Successful
AVERAGE SCORE		1073	2380	

Based on the table above, the researcher found that student got success score total the students who got successful score was 30. The researcher concluded that students' reading comprehension in narrative text of grade VIII of SMP Negeri 1 Tolitoli could be improved through scanning technique.

4. Discussion

The researcher discussed the result of the data analysis of the pretest and posttest in accordance with the scope of this research. The discussion is intended to know whether the use of scanning technique could improve students' reading comprehension of grade VIII at SMP Negeri 1 Tolitoli or not.

The first step of this research was pretest. In pretest data, the researcher got the reading comprehension scores of each student as sample. Based on the score, the researcher found that the most of the students got failed score. Total of the student who got failed score was 14 students and the student who got successful score was 14 students. The highest percentage of the data in the pretest were 20% with 6 students and classified into very good grade, the second highest was 33% with 10 students and classified into good 40% with 12 students poor grade and the lowest percentage was 7% with 2 students and classified into very poor grade.

The second step of this was treatment. It was done in five meetings. Researcher taught the students as sample of this research by using scanning technique. This technique was applied in order to train students could comprehend well the reading text.

Treatment conducted for five meetings time. First meeting, the researcher explained the definition narrative text, kinds of narrative text and the generic structure of the text. Then, the researcher introduced scanning technique as one strategy to learning reading. Include definition and the way how to apply scanning technique. In the last meeting, the researcher asked the students dealing with the material in the first meeting.

Second meeting, the researcher gave guiding question dealing with the material. After that, the researcher gave the reading passage to the students. The students read the passage and asked to find specific information and answer the question. In fifth meeting, the researcher asked the students dealing with the material in the second meeting. The third and sixth meetings, the researcher gave same activity with second and fifth treatment but the topic of the material was different.

After all of the treatment conducted in this research, the researcher conducted the posttest, the researcher got the data based on students' score. The researcher found that the most of the student got success score. Total of the students who got successful score was 30 students. The highest percentage of the data in the posttest were 33% with 10 students and classified into good grade, the second highest percentage was 47% with 14 students and classified into very good grade, and the last percentage was 20% with 6 students and classified into excellent grade.

The description of the data collected through the objective test showed that the students' reading comprehension in narrative text had significant improvement. It also was supported by mean score of the students in pretest was 65.27 classified as poor classification, and the mean score of students in posttest was 79.37 classified as fair classification. The value of t-test was high than t-table ($9.795 > 2.045$). Based on t-test, the researcher could conclude that there was significant improvement between the result of pretest and posttest. It means that students' reading comprehension got improved. This implies that scanning technique was one of effective ways to improve the students' reading comprehension.

5. Conclusion

Based on the result of the data analysis in the previous chapter, there is significance improvement between the result of pretest and posttest, where the mean score of posttest is 79.37. It is higher than the mean score of pretest that is 65.27. It also can be seen from the t-test, the result is $2.045 < 9.795$. It is caused by the application of scanning technique as long the treatment time.

The application of scanning technique in teaching learning process can change students' perception that learning English is difficult and boring because when scanning

technique is applied in the class, the students more active and excited. Finally, the researcher can draw a conclusion that the students' reading comprehension in narrative text of grade VIII at SMP Negeri 1 Tolitoli in academic year 2016/2017 can be improved by using scanning technique.

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