THE USE OF SCANNING TECHNIQUE TO IMPROVE READING COMPREHENSION IN NARRATIVE TEXT OF GRADE VIII STUDENTS AT SMP N 3 TOLITOLI

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ABSTRACT

The objective of the research is to prove whether the use of scanning is effective to improve students' reading comprehension in narrative text. This pre-experimental study uses 35 students as a sample. They are grade $VIII^A$ of SMP N 3 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 67.49 while in the post-test improved up to 79.03. 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 11.81 is high than T-table value 2.032. 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 peggunaan teknik scanning effektif untuk meningkatkan pemahaman membaca siswa dalam teks narative. Ini adalah pre-experimental desain yang menggunakan 35 siswa sebagai contoh. Mereka adalah kelas $VIII^A$ dari SMP N 3 Tolitoli. Prosedur penelitian ini terdiri dari pretest, treatment, dan posttest. Hasil dadi analisis menunjukkan bahwa scanning teknik berkontribusi besar untuk pemehaman siswa narrative teks. Itu dapat dilihat dari perbedaan skor mean antara pretest dan posttest. Mean skor pretest adalah 67.49 sedangkan mean skor posttest meningakat menjadi 79.03. Data penelitian ini dianalisa dengan menggunakan SPSS Program versi 16.0. kemudian data dari kedua test dianalisis menggunakan T-test, dan hasilnya mnunjukkan bawa nilai T-test 11.81 lebih besar dari pada nilai T-table 2.035. 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 one of important skill in language learning because learners read in their activities. Reading is a process communication between writer and reader. Moreover, 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 (Tarigan, 2008). It can be said that reading is very difficult.

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 involves deriving meaning from printed words. It requires a high level of muscular coordination. The readers is 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 very important for everyone, especially for students. There are some reasons for this. The first reason is if they wanted to get some informations, they must read. The second reason is many English students need to read English text for their career, for study or simply for pleasure. The third reason is reading text also will help the students when they study writing.

Reading is a good model. Reading texts also provide good models for English writing (Harmer, 2003). If the students are familiar with texts' form, teacher will be easier to teach them how to write the texts. The last is reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts (Hermer, 2003). It means that reading text provide opportunities to study language.

There are numerous reading selections found over the world among fictions or nonfictions literature. One of reading text types that second year of Junior High School students learn and should be mastered is narrative text. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. According to Rebbeca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, she stated that a key to comprehending a narrative text is a sense of plot, of theme, of characters, and of events, and of how they relate. Narrative text is a kind of text that describes a sequence of fictional or non-fictional events. It consists of orientation, complication, and resolution. In short, narrative text is chronological events.

The students must have a good reading skill because in English final examination most of the question is about reading especially reading comprehension. Comprehension is a process understanding meaning from the passages. 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.

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.

To improve the students' reading comprehension, they usually face problems related to the component of reading comprehension such as determining mean 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.

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.

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. According to Vaezi (2006: 5), "scanning is reading rapidly to find a specific piece of information (name, place, and time, etc)". The readers know what they want to look for, so they are concentrating on finding a particular answer. Scanning involves moving the reader's eyes quickly down the page seeking specific information without reading the whole text.

Moreover, Scanning is very useful for the readers to find specific information to get answers from the questions in the assignment or exam, and minimize their time to answer the questions in the text. According to Casey (2003: 2), "scanning is a device used to locate details-specific question that may be asked at the end of the assignment". It is very useful for the readers to find specific information to get answers from the questions in the assignment or exam, and minimize their time to answer the questions in the text.

On 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 N 3 Tolitoli face problem on reading as

they confuse when they meet a long text. They think to get the 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 students' reading comprehension be improved through scanning technique? 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^A students of SMP N 3 Tolitoli, in academic year 2016/2017. It was determined by applying purposive sampling. The total numbers of sample were 35 students.

3. Findings and Discussion

3.1 The Result of Pretest

Pretest was given to know the students' reading comprehension before treatment. Pretest was conducted on March, 13th 2017. To know the result of the students score in reading comprehension, it could be seen on the table below:

Table 1. The Result of Pretest

NO	NAME	OBTAIN SCORE	TOTAL SCORE (X)	RATE
1	AVR	36	72	Failed
2	ADT	38	76	Successful
3	ARN	34	68	Failed
4	CAH	30	60	Failed
5	DIS	29	58	Failed
6	DAA	36	72	Failed
7	EY	26	52	Failed
8	FA	31	62	Failed
9	INN	30	60	Failed
10	IDA	39	78	Successful
11	JB	32	64	Failed
12	KJS	39	78	Successful
13	MDW	36	72	Failed
14	NAP	32	64	Failed
15	NOA	34	68	Failed
16	NF	31	62	Failed
17	NHH	33	66	Failed
18	NLA	37	74	Failed
19	RDM	33	66	Failed
20	SDA	34	68	Failed
21	SIR	32	64	Failed
22	SAN	35	70	Failed
23	YLA	39	78	Successful
24	APP	32	64	Failed
25	AKN	29	58	Failed
26	ADM	33	66	Failed
27	BPS	27	54	Failed
28	DRA	38	76	Successful
29	EFAG	39	78	Successful
30	FZH	33	66	Failed
31	KAR	34	68	Failed
32	MFN	36	72	Failed

33	MFKA	33	66	Failed
34	NHT	36	72	Failed
35	RAH	35	70	Failed
AVERAGE SCORE			**67.49**	

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 29 students and the student who got successful score was 6 students. The researcher concluded that students of grade VIII of SMP N 3 Tolitoli still had less of reading comprehension in narrative text.

3.2 The Result of Posttest

Posttest was given to know the effect of the treatment, whether the treatment was successful or not. Posttest was conducted on April, 5th 2017. 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	NAME	OBTAIN SCORE	TOTAL SCORE (X)	RATE
1	AVR	41	82	Successful
2	ADT	41	82	Successful
3	ARN	38	76	Successful
4	CAH	37	74	Failed
5	DIS	35	70	Failed
6	DAA	42	84	Successful
7	EY	39	78	Successful
8	FA	37	74	Failed
9	INN	35	70	Failed
10	IDA	44	88	Successful
11	JB	70	78	Successful
12	KJS	43	86	Successful
13	MDW	38	76	Successful
14	NAP	37	74	Failed
15	NOA	37	74	Failed
16	NF	39	78	Successful
17	NHH	35	70	Failed
18	NLA	43	86	Successful
19	RDM	39	78	Successful
20	SDA	38	76	Successful
21	SIR	34	68	Failed
22	SAN	42	84	Successful
23	YLA	41	82	Successful
24	APP	43	86	Successful
25	AKN	39	78	Successful
26	ADM	40	80	Successful
27	BPS	41	82	Successful
28	DRA	41	82	Successful
29	EFAG	43	86	Successful
30	FZH	40	80	Successful
31	KAR	41	82	Successful
32	MFN	42	84	Successful
33	MFKA	36	72	Failed
34	NHT	41	82	Successful
35	RAH	42	84	Successful
AVERAGE SCORE			**79.03**	

Based on the table above, the researcher found that the most of the student got success score. Total of the students who got failed score was 9 students. And the student who got successful score was 26 students. The researcher concluded that students' reading comprehension in narrative text of grade VIII of SMP N 3 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 N 3 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 29 students and the student who got successful score was 6 students. The highest percentage of the data in the pretest were 68.57% with 24 students and classified into poor grade, the second highest was 17.14% with 6 students and classified into fair grade, and the lowest percentage was 14.29% with 5 students and classified into very poor grade.

The second step of this was treatment. It was done in six 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 six 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 forth 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 answered 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 failed score was 9 students. And the student who got successful score was 26 students. The highest percentage of the data in the posttest were 71.43% with 25 students and classified into fair grade, the second highest percentage was 25.71% with 9 students and classified into poor grade, and the last percentage was 2.86% with 1 student and classified into good 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 67.49 classified as poor classification, and the mean score of students in posttest was 79.03 classified as fair classification. The value of t-test was high than t-table (11.81 > 2.032). 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 the some 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 79.03. It is higher than the mean score of pretest that is 67.49. It also can be seen from the t-test, the result is 2.032 < 11.81. 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 N 3 Tolitoli in academic year 2016/2017 can be improved by using scanning technique.

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