

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

In teaching reading skills, the teacher should have a technique which is able to improve student's reading skill. Reading lesson, as it is widely known that is very complex language skills to master. Mastering reading skills are important for all people especially students in senior high school. Reading is the language skill which learners usually find the most difficult. They felt under pressure to understand every word because they are lack in their vocabulary. It automatically influenced their ability in making inferences, finding information detail and finding main idea. The teacher has an important role to choose appropriate methods and technique to attract student's passion in improving these skills according to harmer (2002: 199) reading is called receptive skills and these skills basically are the ways in which people extract meaning. Furthermore, grabe and stoller (2002:9) argue that reading is the ability to draw meaning from printed page and interpret this information appropriately. This activity ordinarily requires the readers not only to read the text, but also understand it. That reading always comes along with comprehension.

In fact, reading is very useful in human life because by reading readers would understand the information provided by the writer. In other words, reading is not easy as what people think because it is not only requires to read a series of sentences, but also it need the reader to understand the content of the reading text and its purpose

Therefore, it is uncommon that senior high school student still could not obtain reading skill appropriately. It is now obvious that reading comprehension is an ability to construct a meaning from a text. Reader should be able constructing the meaning internally from interact with the material that is read. For students, they are not expected to be able to read the text, but also comprehend it. Because, the fundamental goal for any reading activity it understand the languages, include comprehending (kustaryo, 1998:1)

More specifically, reading comprehension is defined as the level of understanding of a text. This understanding of a text.this understanding comes from the interaction between the words that are written and how the students trigger knowledge outside the text. The students can understand so English text but they cannot comprehend what is in the content of the text that they have read. Reading proficiency depends on the ability of students to recognize words quickly and effort less. If the students have difficulty to recognize the word the students use too much processing capacity to read. For that reason, good technique is needed by the teacher to help students is able to comprehend the text easily and to achieve the goal of learning.

It is commonly acknowledged that one of the technique in reading is scanning technique. The technique is needed not only to overcome student's difficulties, but also to improve student's reading comprehension. Scanning is quickly searching for some particular piece of information in the text (grellet, 1981). 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) it is hoped that scanning technique can help the students to

find out specific information (e.g name, time, and place) in the text without reading the whole text quickly.

Furthermore, in learning process, students should have a purpose or keyword before they look for the specific information, after they get the purpose or keyword from the questions, their eyes should be move in the text quickly to find out the specific information besides, scanning technique as a technique in reading is useful to be used to identify. The specific information in various types of texts for senior high school students. This, the students can apply the technique in their reading appropriately.

In order to investigate whether or not the students have achieved maximum result of reading comprehension, this research was conducted pre-observation activities at the SMA MULIA PRATAMA MEDAN. It was found that the student's had problem in their reading ability. They were not able to acquire reading comprehension in order to investigate whether or not the students have achieved maximum result of reading comprehension, this research was conducted pre-observation activities at the SMA MULIA PRATAMA MEDAN. It was found that the student's had problem in their reading ability.

They were not able to acquire reading comprehension in other words, they found crucial of difficulties in some aspects of reading comprehension, for example, identify main idea, identify specific information, finding reference, inference, and understanding vocabulary. However, in fact, most of the student's still face some difficulties in comprehend the texts.

In the test, total score of students was 750 and the number of the students took the test were 20, so the mean of students score was: 37,5

This research was conducted at the second grade of SMA MULIA PRATAMA MEDAN there are differences between this research and previous research findings of scanning technique in teaching reading comprehension. In previous research finding that was teaching comprehension through scanning technique at the second year of SMA MULIA PRATAMA MEDAN. In her research, three aspects of reading skills, such as specific information, reference, and vocabulary were the focus. Meanwhile, in this research, five aspect of reading skills, such as main idea specific information, inference, reference, and vocabulary were included.

Therefore, this study was focused to find out the differences student's reading comprehension before and after taught through scanning technique and which aspect of reading comprehension that the effect most after using scanning technique at the twelve grade of SMA MULIA PRATAMA MEDAN.

## **1.2 The Problem of the Study**

Considering the background presented above, the formulation of the research can be cited as follow: "Does the scanning technique have an effect on the students' achievement in reading comprehension"

## **1.3 Objectives of the study**

In reference to the research questions the objectives of the research were: To find out the effect of using scanning technique on the students achievement in reading comprehension

#### **1.4 The Scope of the Study**

In this research, which focused on find out the result of student's reading comprehension before and after taught through scanning technique and which aspects of reading comprehension the most after using scanning technique.

The scanning mean glancing rapidly through a text either to search for a spesific piece of information( e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (christine nuttal, 1982:34) so, when scanning we only try to located spesific information and often we do not even follow the linearity of the passage to do.

According by (Deanne K. Milan,1988:2) The aims of the text, discussed a few paragraphs earlier, are carried out in the organization of the exercises that follow each selection. Each exercise focuses on a spesific skill and builds on the preceding exercise. Taken together, they will help ypu read more systematically and provide structure for ypur reading. In this way, when you approach a reading assigment, you will be working on through out the term: (1) identify specific information of the text (2) identify main ideas (3) identify generic structure (4) refres word (5) making inference

And this situation, the students needed a lot of time in understanding the text. The text that used for scanning technique in this reseacrh was monologue text (a text that displays story teller) this research focused on narrative etxt (imaginative experiences) particularly, narrative text was related to the sylabbus of the second semester for second grade of senior high school.

## **1.5 The Significances of the Study**

Hopefully, the findings of the research were expected to be beneficial result the following points

1. Theoretically, the result of this expected to confirm the previous theories of teaching reading by using scanning technique
2. Practically, the result of this research is expected to give information to the English teacher about technique in teaching, especially by using scanning technique. Besides, it also explains about the influence of scanning technique to improve students reading comprehension

## **1.6 Hyphothesis**

The hypothesis of this research are :

Ha : Scanning technique has effect on the students' reading comprehension

Ho : Scanning technique has not effect on the students' reading comprehension

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In conducting a research, theories are needed as the basic concepts for further action. The terms taken are about to make clear explanation concern with what this study will deliver about.

#### **2.2 The Nature of Reading**

In teaching learning process reading is very important, it is central to the learning process, to understanding and getting general information from the text, getting specific information from a text, and for pleasure or for interest. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill. Reading is one of language skills is thought to be important is teaching learning process. But many students think that reading is just an activity of saying words correctly from the written words.

According to Ronald Mackay (1979) gives the definition that reading is an active process. The reader forms a preliminary expectation about the material, then selects the fewest, most productive cues necessary to confirm or reject that expectation. It means that the reader bring to task a formidable of information and ideas.

Based on the defenition above which have been discussed, all of them offer useful insights into reading instructions and skill in the reading depends on the efficient interaction between linguistic knowledge and knowledge of the

world. It means that the reader bring to task a formidable of information and ideas.

Mark A. Clark and Sandra Silberstein(1987) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated.

Based on the defenition above It means reading is have the relationship between the writers and readers and should was combined with the written to result comprehending the message. And communicate is really only known by the author.

### **2.2.1 Reading Comprehension**

Reading comprehension is defined as the process by which a person derives meaning from print. It is complex, dynamic process which requires active engagement with the text and a conscious effort on the part of the reader to gain meaning from what is read. Reading with comprehension will recognize the purpose and the important point of the besides understanding the surface meaning of the text.

Christine Nuttal (1982:37) says that reading speed is worthless unless the reader has understood what he has read, so comprehension must also be measured. It is usual to do this as objectively as possible, using multiple choice or true/false questions. The score can be accepted the rough and ready guide that 70 percent is about right. 100 percent accuracy is not necessary, but for the better reader, it will



be expected. It means the reader has an interest in what she/he was reading and has questions she/he wants to answer.

Based on the explanation above the research process also changes as her/his purpose changes. Comprehension doesn't happen at one point, rather it is the process that takes place over time. In conclusion, reading comprehension is an interaction between thought and language to get the meaning of the text.

### **2.2.2 Reading Comprehension Assessment**

According by (Deanne K. Milan, 1988:2) assessment the way when we want to approach a reading assessment, they are determining the main idea and purpose, comprehending main ideas, distinguishing between main ideas and supporting details, making inferences, drawing conclusions, distinguishing between fact and opinion and the last is understanding vocabulary. They are seven way to approach reading assessment.

#### **2.2.2.1 Identify Spesific Information of the text**

Spesific Information involves understanding what information you are looking for and then reading the relevant part carefully to get a full and detailed understanding. Sometimes, reading for specific information also involves reading to see if information is contained in a text. The writer gave five question of the specific information. Every question was given four score in the test of specification.

#### **2.2.2.2 Identify Main idea**

The main idea is the primary concept of a passage. The main idea may be clearly stated as a sentence. The main idea is usually reinforced by a series of other points or details which support the promise of the main idea. These are called supporting ideas and may also be stated or implied. The writer gave five questions on main idea. Every question was given four score in the test of specification.

#### **2.2.2.3 Identify Generic Structure**

Generic Structure of Narrative Text has orientation, complication and resolution. Orientation, it is about the opening paragraph where the characters of the story are introduced. Complication, where the problems in the story developed. Resolution, where the problems in the story is solved. The writer gave five questions in generic structure. Every question was given four score in the test of specification.

#### **2.2.2.4 Refers Word**

Refers Word is to direct to a source for help or information, to submit (a matter in dispute) to an authority for arbitration, decision or examination, to direct the attention of. The writer gave five questions on refers word. Every question was given four score in the test of specification.

#### **2.2.2.5 Making Inference**

Making Inference is an important skill for understanding text, as authors often imply themes and ideas, without stating them outright. Making an inference

involves using what you know to make a guess about what you don't know, or reading between the lines. Readers who make inference use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable. Helping the students make texts memorable will help them gain more personal pleasure from reading, read the text more critically and remember and apply what they have read. The writer gave five questions on making inference. Every question was given four score in the test of specification.

### **2.2.3 The Models of Reading Comprehension**

According to Grabe,1999,2000: Urquhart and Weir,1998) often read about general models of reading(not to be confused with the text model and situation model concepts for comprehension processes that were discussed earlier). General models of reading serve useful purposes, most commonly by providing a metaphorical interpretation of the many processes involved in reading comprehension.

Other models are more specific in nature, trying to account for, and interpret, the results of much research. In this section, we comment briefly on general metaphorical models and then discuss a few of the models of reading that are grounded in more specific research syntheses. And I think the levels of comprehension refer to degree in which a reader can be categorized as good as poor readers.

Based on the explanation above the point of the explanation above is that we often read about the various types of models that the general reading can

provide us with information and involve us many processes involved in understanding reading. But all of them are in stages. Besides explaining, he also interpreted. And the best level of reading level is the extent to which students are able to understand information from the text he has read.

### **1. Bottom-up models**

suggest that all the reading follows a mechanical pattern in which the reader creates a piece –by-piece mental translation of the information in the text, with the little interference from the reader own background knowledge in the extreme view, the reader processes each word letter-by-letter, each sentence word-by-word and each text view is not entirely accurate. At the same time, there are aspect of this view (e.g lower-level processes such as word recognition abilities and syntactic parsing) reflected in the overview of the reading processes presented in this chapter.

Based on the explanation above I think in the Bottom-up models typically consist of lower-level reading process. Students start with fundamental basic of letter and sound recognition, which in turn allows from morpheme recognition followed by word recognition, building up to the identification of sentence.

### **2. Top-down models**

Assume that reading is primarily directed by reader goals and expectations. Top-down models characterize the reader as someone who has a set of expectations about the text information and samples enough information from the text to confirm or reject these expectation. To accomplish this sampling efficiently, the reader directs the eyes to the most likely places in the text to find

useful information. The mechanism by which a reader would generate expectations is not clear, but these expectations might be created by a general monitoring mechanism. And this models,

Based on the explanation above I think the idea that comprehension resides in the reader. The reader use background knowledge makes prediction, and search the text confirm or rejects the prediction that are made.

### **3. Interactive models of reading**

The models again as a general metaphorical explanation. The simple idea behind this view is that one can take useful ideas from a Bottom-up perspective and combine them with key ideas from a top-down view. So, word recognition needs to be fast and efficient but background knowledge is a major contributor to text understanding, as in inferencing and predicting what will come next in the text.

Based on the explanation above it means this models that are accepted as the most comprehensive description the reading process are interactive model. This third type combines elements of both bottom-up and top-bottom models assuming “that a pattern is synthesized based on information provide simultaneously from several knowledge source”

#### **2.2.4 Reading Processes**

Anderson at.al (2003:2005) reading is very complex process. It requires a high level of muscular coordination, sustained effort and concenteration. But reading is more than just visual task. According to Anderson at.al (2003:70) understanding the process of reading has been the focus of much research over the

past 125 years. The modes can be divided into three categories: bottom-up process, top-down process and interactive process.

### 1. Bottom-up Process

Bottom-up process is typically consist of lower-level reading process. Students start with fundamental basic of letter and sound recognition, which in turn allow from morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences and longer text.

Based on the explanation aboveThe point is that students read from the most ordinary stage. By starting to recognize the letters and intonations that are then passed through like a vocabulary and then the structure of language or grammar and then a longer sentence.

### 2. Top-down Process

Top-down process, on the other hand begin the idea that comprehension resides in the reader. The reader use background knowledge makes prediction, and search the text confirms or rejects the prediction that are made

Based on the explanation aboveThe point is students are required to understand the text that students read. And then make your own conclusions with your own words and start developing them into a paragraph.

### 3. Interactive Process of reading

The process that are accepted as the most comprehensive description the reading process are interactive process. This third type combines elements of both bottom-up and top-bottom models assuming “that a pattern is synthesized based

on information provide simultaneously from several knowledge source”

(Anderson et al 2003)

Based on the explanation above This means that this section combines the bottom-up and top-down reading process. Assuming that information sentences are taken simultaneously from several sources of knowledge. Yes indeed in this section it's a little more complicated than the other parts, but this is the most important.

### **2.3 Genre**

Genre is a kind of text that has a function and consists of some text, they are narrative, recount, descriptive, explanation, report, analytical expositio, procedure, discussion, review, spoof, anecdote and news item.

#### 1. Narrative

Purpose : to amuse the readers and to tell a story in the past

#### 2. Descriptive

Purpose : to describe a particular person, thing or place in detail

#### 3. Report

Purpose : to present information about something

#### 4. Recount

Purpose : to reteel something thjat happened in the past and to tell a series of past event

#### 5. Analytical Exposition

Purpose: to persuade the readers that something is the importanr case

## 6. Explanation

Purpose : to explain the process involved in the information of natural phenomena

## 7. Procedure

Purpose : a step to do or make something completely

## 8. Discussion

Purpose : to present information or opinion about issues in more one side of an issue

## 9. News item

Purpose: to inform readers about events of the day which are considered newsworthy or important

## 10. review

Purpose : to tell event with humorous twist

## 11. Anecdote

Purpose : to share with others some unusual or amusing incidents.

The genres of the text that are needed to be mastered in reading are descriptive text, procedure text and narrative. And in this study, the researcher limits the genre only in narrative.



### **2.3.1 Narrative**

Narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and its language features. Narrative text can be imaginary or factual (fairy tales, fable, romances and adventure stories, and legends)

#### **The Generic Structure of Narrative Is:**

- a. Orientation that sets the scene (when and where) and introduces participants/character (who)
- b. Complication where a crisis arises and something happened unexpectedly.
- c. Resolution when the crisis is resolved in which the characters finally sort out the complication
- d. A code which is closing to the narrative (an optional step)

#### **Language feature of Narrative are:**

1. Using simple past tense
2. Using internal conjunction
3. Using temporal conjunction
4. Focuses on specific participants
5. Linking words are used, related with time

The following page is the examples of Narrative text.

The Example of Narrative text

### **The Legend of MalinKundang**

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother

MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone. Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "MalinKundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was MalinKundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman.

For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and really set sail

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Generic Structure	Contents
Orientation	<p>What we call “orientation” is actually an introduction of the story. It inform the readers who, when and where the story happened. It tells readers the specific participants in the specific place and time. In the legend of malinkundang, the first paragraph is clearly seen as an orientation.</p> <p>It introduces the participants involved in</p>

	<p>the story. Once Upon a time, lived a diligent boy named MalinKundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.</p>
<p>Complication</p>	<p>This section will appear a problem or conflict in the story until the conflict is the climax or culmination of the conflict</p> <p>One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. MalinKundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the bigship. Several years later, MalinKundangsucced and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of</p>

	<p>village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.</p>
Resolution	<p>In this section problems or conflicts begin to be resolved. And there are signs that the story will end happily or sadly</p> <p>His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the big ship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.</p>

## 2. 4 Technique

Technique is a detailed list of rules or a guideline for any (teaching) activity. It is based on the description of the steps, or a set of do's and don'ts, and is often associated with the method or strategy. According to brown(2001) technique (also commonly referred to by others terms): any of a wide variety of exercise, activities,

or task used in language classroom for realizing lesson objective. Technique is the way a person in order to implement a method.

i think basically, teaching is important part to help students in mastering knowledge culture and attitude. so teaching will be successful when the students get the meaningful lesson. and based on explanation above that technique is including the way someone implements a method. Where this method is the way a teacher makes students succeed in achieving the learning goals that exist in the lesson or the assessment itself.

#### **2.4.1 Scanning Technique**

According to (Christine Nuttal, 1982:34) by scanning we mean glancing rapidly through a text either to search for a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose. So, when the scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do. In other words, we simply let our eyes wander over the text until we find what we are looking for, whether it be a place, a kind of food, or a less specific piece of information.

Based on explanation above the point is to look quickly through the text to get certain information, and see whether the text is right for a particular purpose. And in this section students are only expected to find specific information on a text. Students only need to look at the text until they find a little content or storyline from the text that students are reading, without having to read from beginning to end.

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. Meanwhile, Grellet (1981) argues that scanning is quickly searching for some particular piece of information in the text.

Based on the explanation above the point is that in this section the inventor says that the reader must know what he is looking for and what he needs. So they must concentrate fully on what he reads. This makes the reader engage the eye quickly, meaning the movement of his eyes skillfully to find specific information. But this is different from Grellet's opinion which says that looking for some information is reading in its entirety. And I agree more with the Vaezi opinion, which only needs to read the specific section of the text to get information. After completion, we can make conclusions with the language itself then followed by our own language.

In addition, in reading by using scanning technique, the teacher gives students time to search specific information (time, place and name) in the text quickly, so the students do not need to read the whole text. According to Casey (2003:2), scanning is a device used to locate details-specific questions that may be asked at the end of the assignment, it is very useful for students to find specific information to get answer from the questions in the assignment or exam, and minimize that their time to answer the questions in the text.

Based on the explanation above this section the teacher gives students time to search for specific information in the text quickly, so that students are more racing to quickly find meaning in the text given by the teacher. Then the teacher will give a question session to students and thus, students will more easily answer the question.

In addition, Brown (1994) says, “the purpose of scanning is to extract certain specific information without reading through the whole text.” It is necessary for students to become aware of the purpose and goals for reading a certain piece of written materials.

it could be said that students’ reading reading skills can be measured by using scanning technique. It is appropriate and possible technique to find out the specific information such as, (1) main idea; called topic, sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text, (2) specific information, the topic sentence by giving definition, example, facts and incidents, comparison, analogy, cause and effect statistic and quotation, (3) inference, guessing something from the information which have we read or know, (4) reference; a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object, and (5) vocabulary, all the words which exist in a particular language or subject, in the text quickly without reading the whole passage.

Based on the explanation above we can sharpen or assess students' reading skills by scanning. They will quickly find information by reading a specific part of each reading and making their own conclusions. You can also find the main ideas



or ideas in the beginning, middle and end. And it can also be an example definition. And in my opinion every sentence has a relationship with other sentences, so students only need to find a difficult vocabulary and then make their own conclusion and then be able to write it back freely.

#### **2.4.2 The Relationship Between Reading Comprehension and Scanning**

Theoretically, Finochairo and sako (1983:131) reading comprehension is the ability which depends on accuracy and speed of graphemic perceptions, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination awareness of redundancy, the ability to use contextual clues and recognition allusion. According to brown and Johnson (1978:65) as quoted by helwana (2011) argued that comprehension as product and process. Process is what happens to the research as they read and product and process. Process is what happens to the readers as they read and product involves measuring, in some objective ways, the net result of the process. There were two real elements of reading comprehension and these elements were part of intellectual skills. Intellectual skills are very important for the reader to comprehend a text.

In reading comprehension there are many ways of testing reading comprehension. According to heaton(1998:107), there are numerous ways of testing reading comprehension ranging from multiple-choice items to open-ended questions. From the explanation above, it can be seen that reading comprehension is the ability which depends on accuracy and speed of graphemic perception, that is perception of written symbols, control of language relationship and structure,

knowledge of vocabulary items and lexical combinations, awareness of redundancy, the ability to use contextual clues and recognition allusion.

Based on explanation above where the reader has control of the relationship between reading sentences with one another with the structure of language and other vocabulary. The inventor also said that intellectual skills are very important for readers to understand the text. The point is, where the ability of students before has become an influence for him to achieve the learning goals. And I agree with that, because English is an international language which is a bit difficult. Cause students a little longer to understand let alone understand. Therefore I agree that students are expected to learn a lot about vocabularies, to make it easier for them to translate a text.

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 the more the detail in definition of reading comprehension and scanning have the same perception that is ability in speed reading. In other side, scanning is part of macro skills where it is elements of reading comprehension. So, it can be concluded that there is relationship between reading and scanning.

Based on the above explanation there are many ways to test students' reading comprehension. Like with multiple choices or essays. There is an assessment of vocabulary, grammar, relationship control and others. And in this section of the research technique this time we will use a scanning technique.

Where is the type of speed reading technique by looking at specific parts to get information and understand the text to be able to make their own conclusions.

### **2.4.3 Teaching Reading Through Scanning Technique**

According to Vaezi (2003:3) good reader are active readers. They must be active in identifying the information they want in the text. They interact with the text to interpret the meaning or get what they want in the text. Therefore, the reader should match and fit the reading technique with the type of the text. Once they determine their purpose for reading, they adjust their technique of reading to fit of the type of material they are reading. Good reader are expected to understand what they are reading. It include the type of the text, their purpose of reading and an appropriate technique of reading that students should apply. Scanning as a technique, which mean read quickly in order to identify specific information is appropriate to be applied in various types of text. In teaching learning process, the teacher build students' skill in the reading by using scanning technique.

Based on the above explanation, the reader must be active in searching for information in detail by carefully looking at the specific sentence sentences for each paragraph. As I know, the sentence is usually at the beginning, middle and end. The reader must be able to understand what he is reading. Therefore the reader must adjust the reading technique with the text he reads. The teacher must be able to make students succeed in applying scanning techniques and achieving the target learning objectives.

#### **2.4.4 Procedures of Teaching Reading Through Scanning Technique**

In the teaching and learning process, the teacher should have the procedures in order to learning process occur properly and effectively. The researcher gave the treatment to the students by understanding the teaching reading narrative text through scanning technique which was narrative text as the material. The procedure were as follow:

##### **Pre-activity**

Pre-activity facilitated students to build up their schemata before come to the topic of the lesson. According to makstein and hirasawa (1981:183) said that if the teacher spends more time in the introducing the reading, the result will be abetter. Carefull reading preparation really helped the intermediate level students which give them benefit to the more receptive to the content. Pre-activies were conducted in a class as follow:

1. Teacher greets the students
2. Teacher checks students attendance
3. Teacher explains what scanning technique is

##### **While-activity**

The aims of this stage are to help students to understand the specific content and to perceive the theoretical structure of the text. With these tasks teacher takes the learners through the reading and they interact in the text. While-activities were conducted in a class as follow:

1. Teacher distributes the wuestions and gives time for students to understand the questions
2. Teacher asks the students to stop understanding the questions
3. Teacher distributes magic mirror story
4. Teacher gives students time to answer the questions
5. Teacher and students discuss the answer of the question together
6. Teacher distributes paper that contains of questions such as main idea, spesific information, inference, reference, and vocabulary as the first task and gives the students time to understand questions
7. Teacher asks students to stop understanding the questions and distributes the story
8. Teacher gives students time to answer the questions
9. Teacher asks the students to collect the paper
10. Teacher distributes the second task and give time to understand the questions
11. Teacher ask the students to stop understanding the questions and options then distributes the story related to the question of second task
12. Teacher gives students time to answer the question
13. Teacher asks the strudents to collect the second task
14. Teacher gives feedback based on students tasks

### **Post-activity**

Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view. Post-activities were conducted as follow:

1. Teacher reflects on the lesson that they learned
2. Teacher gives the students homework to do individually
3. The teacher closes the meaning

## **2.6 Conceptual Framework**

Reading is one of language skills is thought to be important in teaching learning process. But many students think that reading is just an activity of saying words correctly from the written words. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill.

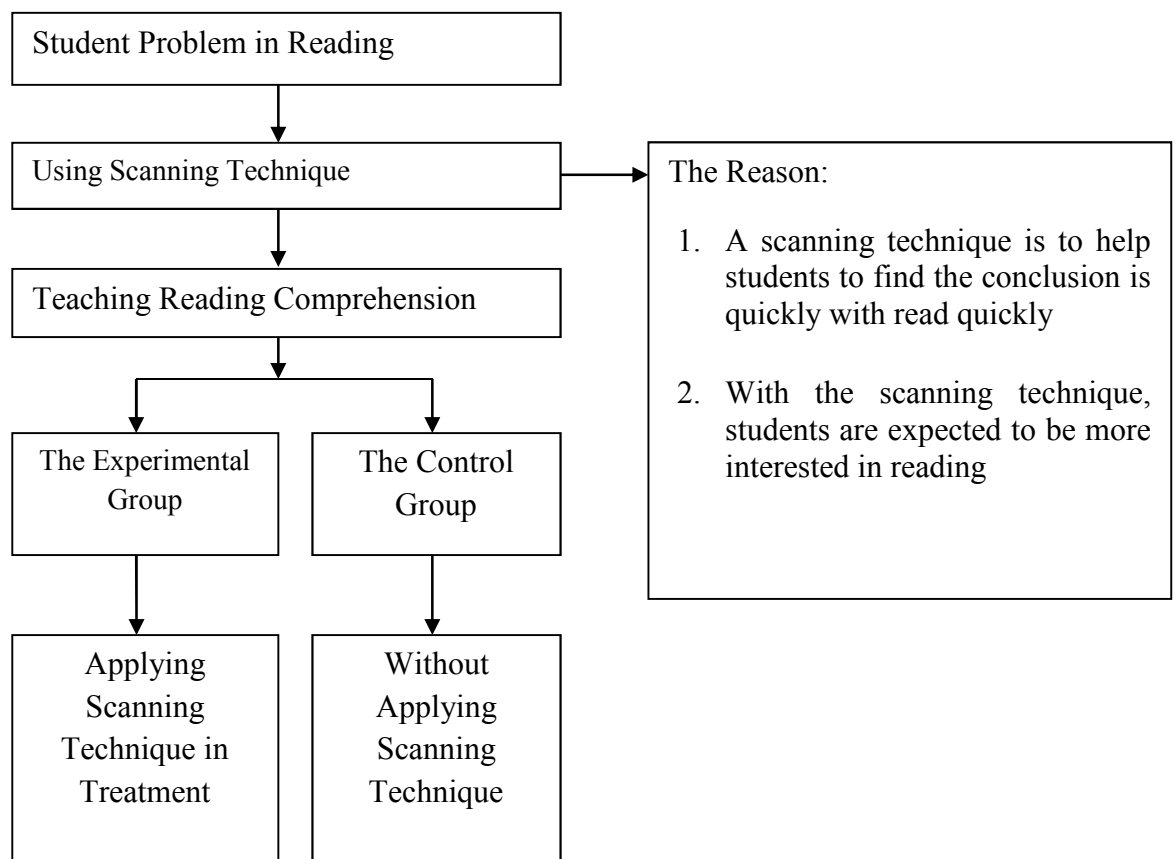
Reading comprehension is the essence of reading, one reason why students read is to see if they themselves can understand what the text is about. Comprehension is the essence of reading. A reader who is reading tries to connect to the text being read.

Technique is a detailed list of rules or a guideline for any (teaching) activity. And the considering the problem, the writer purpose the Scanning Technique. A scanning technique is to help students to find the conclusion is quickly with read quickly. They don't need read it all, because they are just need to find the idea of the idea in every paragraph.

Based on explanation above, reading is one of the language skills that every student must have in terms of teaching and learning. And not just students, there are still many people out there who don't really care about this. Even though reading is important in terms of finding information and most importantly in daily life. Many people only read without understanding what they read. Don't even

understand a little of the reading. Therefore, with the scanning technique, students are expected to be more interested in reading. Because with this technique students can more easily find conclusions than before. They don't need to read from beginning to end. They only need to find the main ideas or specific sentence sentences from each text that he reads. Then he added to his own language and then repeated it freely

The Conceptual Framework can be shown in this Following:



**CHAPTER III**  
**RESEARCH METHODOLOGY**

**3.1 Research Design**

The design of this study will be experimental quantitative research. There were two kinds of variables such as: independent and dependent variable. Independent variable was by Scanning technique while dependent variables are the students' reading skill. In this case, the researcher will be investigated whether the independent variable affects the dependent one or not. Furthermore, in conducting the experimental research, there are two different groups; that is experimental group that will be received the treatment by applying Scanning Technique and control group which will be treated without special treatment. Then both of them will be given pre-test and post-test with the same item.

The design of the study is figured out as the followings :

**Table 3.1 The Design of the Study**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experimental	√	Using Scanning Technique	√
Control	√	Without Using Scanning Technique	√



## **3.2 Population and Sample**

The subject of this study will be the twelve grade of SMA MULIA PRATAMA MEDAN

### **3.2.1 Population**

The population of this research will be the twelve grade of SMA MULIA PRATAMA MEDAN which is located at Jl. Jahe Raya No 1 Perumnas Simalingkar Medan. There are twelve classes. Each class has 20 students. The researcher choose this population because based on the researcher experience while doing observation it was found that most of the students have minimum skill in Reading English especially in Reading skill when the researcher ask to Read in front of the class. So this research was conducted for this population to know does the effect Reading Comprehension of Scanning Technique for student Reading skill in students'

### **3.2.2 Sample**

The sample of this research will be the tenth grade students of twelve grade of SMA MULIA PRATAMA MEDAN. The students will be taken as the sample is about 20 students from the total number of population, and then they are divided into two groups : the experimental group and control group.

## **3.3 Technique of Collecting Data**

In this section, the research will use experimental design. Where in experimental and control class. In getting the data needed to support this research,

the researcher used a Test as the technique of collecting data. In this case, in order to find out the effect of using Scanning Technique reading Comprehension, the researcher will be given the test. The test is consisting of pre test, treatment and post test. The pre test will be given to the students in the experimental and control class to know the students' reading Comprehension. Before giving post test to the students, the researcher give the treatment based on the activities in Scanning Technique. The treatment will be given only to the students in the experimental class to find out the effect of using Scanning Technique the students' reading Comprehension. Then, the post test will be given after conducting eight meetings in both experimental class and control class.

### 3.4 Technique of Data Analysis

To analyze the data, the researcher will be used score of post-test of the experimental and control groups. These scores will be analyze by using statistical analysis. The data will be analyzed by using T-test (pair sample t-test).

To know the effect of result of this research, the test is calculate using t-test formula as follow that developed by Arikunto :

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{dx^2 + dy^2}{(N_x + N_y) - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

$M_x$  = the mean of experimental group

$M_y$  = the mean of control group

$dx^2$  = standard deviation of experimental group

$dy^2$  = standard deviation of control group

$N_x$  = the total number of experimental group

$N_y$  = the total number of control group

The T-table will be employed to see whether or not there is significant different between the mean score in both experimental and control groups.

### **3.5 Validity and Reliability of the Test**

There are two important concepts of language testing. They are validity and reliability.

#### **3.5.1 Validity of the Test**

Arikunto (2010:168) state the validity is a measurement with shows the level of the instruments validity. An instrument can be said valid if it caan measure what is supposed to be measured. There are four types of validity, namely, content validity, construct validity, concurrent validity and predictif validity . this research will be conducted with content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is supposed to. So in this case the validity of the test is to know whether the test really measures the students' speaking skill or not.

### 3.2 The Table of the Test Specification Students

Content	Test item	Number of items	Score	Kind of Test
Identify Specific information of the test	5	1,2,3,11,12	20	Multiple Choice
Identify Main Ideas	5	5,7,9,14,16	20	Multiple Choice
Identify generic structure	5	18,19,20,22,23	20	Multiple Choice
Refer words	5	8,10,13,15,24	20	Multiple Choice
Making Inference	5	4,6,17,21,25	20	Multiple Choice
	25		100	

#### 3.5.2 Reliability of the Test

Arikunto (2010:178) say that reliability shows as instrument that can be trusted use as a tool of collecting the data because it has already a good enough. A good instrument is tendencies to lead the respondent in choosing certain answer. If thr data appropriate to the fact, the result will be the same although it is exercises many times. It means that reliability refers to the consistency of the measurement.

In order to find out whether the test reliable or not, the researcher used the formula of Kuder Richardson ( $KR_{21}$ ) in Arikunto (2010 : 233-240) as following :

$$R_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{M(n-M)}{n S^2_t} \right)$$

Where :

R : Reliability of Instrument.

n : The number of items in the test.

M : The mean of the test score.

T : Total of variance

S : Standard deviation of the test score.

The calculation shows that the reliability of instrument of the test was R=

0.0-0.20 : The reliability is very low

0.20-0.40 : The reliability is low

0.40-0.60 :The reliability is fair

0.60-0.80 :The reliability is high

0.80-1.0 :The reliability is very high