CHAPTER I

INTRODUCTION

1.1 . The Background of the Study

Language is an important part of human existence and social process that has many function to perform the life of human beings. Language is an instrument to convey information. It is used to express ideas, feeling, purposes, thoughts, and opinions in written or oral way. Through language, we can share and transfer knowledge, transmit message from one to another, and from generation to the next generation. In short, almost all of human activities are conducted through the use of language.

English is a foreign language for Indonesia people who need to be taught and to be learnt at school because it Function as an international language. It is the first language that is learnt by the elementary until university students, and being a compulsory subject in Indonesia education system. If, we search for a work, we must know English language, such as active or passive English. There are four basic skills that have to be mastered by learners in studying English they are: listening, speaking, writing, and reading.

Reading is one of the most important skills in language learning besides listening, speaking, and writing. Reading is one of the basic communicative skills, but it is a very complex process. Reading is currently available to help you plan for reading instruction. Reading consists of three elements: the reader (students), the text, and the activity or purpose for reading. Firstly, reader or students, the reader brings to the act of reading his or her cognitive capabilities, motivation, and knowledge. Secondly, Text, it has given a large impact on comprehension. While reading, the reader constructs various representations of the text that are important for

comprehension. Thirdly, activity, the reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity. That is why reading comprehension skills are so important. Without them the students cannot collect more information and use it to efficiently function and enjoy the directness of life.

Most of students are not interested disposed in learning reading comprehension and do not give full attention on the process of teaching reading. In addition, there are some Factor make students are not interested in reading: firstly, there are many students who didn't give full attention with reading lesson, meaning of text what they have read because many difficult words are not understood. Thirdly, they do not know how to get the information from their reading that is why most of them get bored and think that reading is only to answer the question. So, Most of students get bad Score in reading comprehension.

Students reading skill actually can be develop by using skimming and scanning technique. Many techniques can be used in order to help developing reading materials students but for this thesis the technique used is skimming and scanning. Skimming and scanning is one of the techniques which can be applied in teaching reading.

Based on the students' condition in teaching learning process, the writer choose the skimming and scanning technique to develop students reading materials and the writer hopes that using skimming and scanning is good way of teaching reading to help the students to promote critical thinking about what they read by solving the problem in the text.

Skimming a text is to read for general meaning. That means, you quickly read over the text. You do not read every single word of the text. Focus on reading headings and subheadings. Then, read the first and last sentence of all the paragraphs. If it is a long text, take the time to

read the introduction and conclusion and "skim" the rest of the paragraphs using the way described above.

Scanning is not what most students think. It does not involve an actual computer scanner. You have probably done it a million times and did not even realize you were doing it. When you look up the time for a movie, a departure gate at the airport or when you are trying to find some specific piece of information like a date, a name of a person or place- when you do these things, you are scanning. Scanning is to look for information, just like skimming but unlike the latter; it is where you find a specific piece of information.

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 SMAS Katolik Budi Murni 3 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 SMAS Katolik Budi Murni 3 Medan. It was found that the student's had problem in their reading ability. The students were not able were not able to understanding about narrative text. Especially about generic structure of Narrative text that consisted of orientation, evaluation, complication, resolution reorientation. The writer checked students' answer sheet based on Scoring the test. There were orientation (20), evaluation(20), complication(20), resolution(20), reorientation(20). Here the students' reading score.

Table 1.1Students score on Observation XI Grade of SMAS Katolik Budi Murni 3 Medan

No	Student's Initial	Componets of Reading Narrative					Total Score
		Orientation	Evaluation	Complication	Resolution	Re Orientation	
1	SH	4	4	8	8	8	32
2	RP	8	20	16	16	12	72
3	EP	12	12	16	12	8	60
4	IH	8	4	8	12	0	32

5	PMH	8	4	8	12	0	32
6	AF	8	8	12	4	8	40
7	GP	12	12	8	4	12	48
8	ENS	8	8	12	12	12	52
9	RS	8	12	8	12	12	52
10	MJ	4	12	12	8	12	48
11	NMM	4	4	12	12	12	44
12	RH	8	12	8	12	12	52
13	MN	8	12	4	4	12	40
14	LKN	12	12	16	12	8	60
15	CR	12	16	16	16	16	76
16	IA	12	12	16	12	8	60
17	JT	12	12	8	12	8	52
18	R	12	12	8	12	8	52
19	JS	8	8	12	4	0	32
20	YP	12	4	12	4	8	40
21	RZ	12	4	12	4	8	40
22	ELI	8	12	4	4	12	40
23	BA	16	16	12	12	16	72
24	MLM	16	16	12	12	16	72
25	DM	12	12	8	4	12	48
26	JSM	12	12	16	16	16	72
27	ML	8	12	4	4	12	40
28	FN	8	12	4	4	12	40
29	AV	4	4	8	4	4	24
30	FIP	8	8	12	4	0	32
Total							**1,456**
Mean							**48,53**

Based on the data above the eleventh grade students' of SMAS Katolik Budi Murni 3 Medan got only 48,53 for the means score for reading. It can be concluded that they have some problem in reading, they were lack in reading comprehension and vocabulary.

It proved that they were not interested in learning reading comprehension and the process of teaching reading did not run well. Therefore, the teacher would be made variations and choose a suitable technique in teaching reading narrative text in order to make students interested.

In teaching reading there were so many technique that can help the students such as Skimming and Scanning Technique. The writer choose Skimming and Scanning Technique because a suitable technique to enhance students reading on narrative text.

Skimming and Scanning Technique has the advantages to help the students focus on the most important part of the text. It can help the students can speed reading. The writer would be conducted a research entitled: The Effect of Skimming and Scanning Technique on the students reading comprehension narrative text for eleventh grade students of senior high school.

1.2 The Problem of the Study

Based on the Background of the problem above, the problem of the study is formulated as: "What is the effect of using Skimming and Scanning technique on students' achievement in reading comprehension Narrative text for the Eleventh Grade students at SMAS Katolik Budi Murni 3 Medan?"

1.3 The Objective of the Study

In relation to the problem of the study, the objective of this study is to find out the effect of skimming and scanning technique on students reading comprehension in narrative text for the Eleventh Grade students at SMAS Katolik Budi Murni 3 Medan.

1.4 The Scope of the Study

The structure of Narrative Text relation are 1) Social Function is amuse, entertain and to deal with actual or vicarious experience in different way. 2) Generic Structure there are: (a) Orientation (can be a paragraph, a picture or opening chapter) in which the narrators tells the audience about who is in the story, when the story is taking place and where the action is happening. (b) Evaluation is a stepping back evaluate the plight. (c) Complication is pushes along by serious of events, during which usually expect some sort of complicating or problem to arise. (d)Resolution is the resolving if the crises (problem-solving),(e) Re-Orientation that provides a comment or moral based on what has been learned from the story (an optional step). 3) A Linguistic feature of narrative is the using sentences constructions, grammar, and

mechanical aspect of narrative. But the writer focus in the generic structure of narrative text. There are Orientation, Complication, Sequence of events/ climax, Resolution and Re-orientation. In this study is XI MIA Grade SMAS Katolik Budi Murni 3 Medan. The scope of the study would be focused through Skimming and Scanning Technique on Students achievement Reading Comprehension Narrative Text.

1.5 The Significances of the Study

Findings of this research are expected to be useful theoretically and practically.

Theoretically:

1. The findings of the study will extend and enrich the horizons in the theories which related to the areas how to develop English reading comprehension in Narrative text with skimming and scanning technique.

2. To add the other alternative in teaching reading to teacher.

Practically:

1. The Research can be useful to the researchers further about developing reading comprehension for student in Narrative text by using skimming and scanning technique.

2. The research can be useful and be inspiring in English teaching learning process in teaching reading because this technique is more effective to teaching reading so the students can give full attention in studying.

3. The research can be useful narrative text as the one media as learning process to make a good reading and increase the student's reading skill.

1.6 The Hypothesis

Based on the problem stated, the writer uses the null which is:

Ha: There is a significant effect of using Skimming and Scanning Technique on students' in reading comprehension narrative text for the Eleventh Grade students at SMAS Katolik Budi Murni 3 Medan.

Ho: There is no significant effect of using Skimming and Scanning Technique on students' in reading comprehension narrative text for the Eleventh Grade students at SMAS Katolik Budi Murni 3 Medan.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Some important terms used in this study. These important terms must be clear from the beginning in order to avoid misunderstanding between the writer and the readers on this research's concept. The terms were relating to the theory of reading comprehension, teaching material, and the development of reading text materials.

2.2 The Concept of Reading

Reading as one of language skills is thought to be important in teaching learning process. Teacher actually should have a clear concept of what reading is actually about, so then they can make a clear reading instruction to the students. As the results, the students also can have a clear perception about reading and can experience the enjoyment the meaningful effect after doing reading activity. But, many students think that reading is just an activity of saying words

correctly from the written words. If reading is just an activity as above, then it will be boring and it does not need to do that at school. So, here is a concept about reading.

2.2.1 Reading

Anderson (2003: 2)Stated that reading is an essential skill for learners of English. Kyzykeeva (2006: 1) stated that reading is the most important academic language skill for foreign language students'. Grabe and Stoller (2011, p. 187) stated that, Reading is the primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities.Hill (2000: 65) has stated that reading what the reader does to get the meaning student need from textual sources and reading as the process of acquiring and author's meaning and interpreting, evaluating, and effecting upon meanings.

Based on the definition above, reading is important to the students' subject in the school, and also reading is not only the process of getting the written symbols corresponds to one's spoken language but it is also the process of making the meaning of words, sentences and connecting the text that can be called comprehension.

2.2.2 Reading Comprehension

Reading Comprehension is reading activities that can build and understanding in order to know the meaning of the text being read.Woolley (2011,p.15) Stated that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text.Harvey (2012, p.2) States that comprehension is a process that involves thinking, teaching, past experiences and knowledge. Reading comprehension requires the reader to actual know and understand what they are reading. Brassell and Rasinski (2008,p.17-18)

stated that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

In teaching reading comprehension, it is not only the students who must have ability in comprehending the text but also the teacher must have an appropriate strategy to assist their students in learning process. Most of students really enjoy being entertained and amused. Based on definitions above, reading comprehension can be concluded as the ability to find the writer's idea in the text. It is related to our ability in understanding the meaning or information delivered by the writer. It is also have a connection between word in text, understanding on the ideas and relationships between ideas conveyed in a text. It is we called as a representative process.

2.2.3   Purposes of Reading

Berry and Millicent (2006: 16) Stated that the purposes of reading are classified into: (a) reading to search for simple information, (b) Reading to learn from text, (c) Reading to integrate information, write, critique and (d) Reading for general Comprehension.

1)   Reading to Search for Simple Information

Reading to search for information is common reading ability though some researchers see it as relatively independent cognitive process. It used so often in reading tasks that is probably best seen as a type of reading ability. Similarly, reading to skim is common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general ideas formed.

2)   Reading to Learn from Text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information text. Reading to learn is usually carried out

at a reading somewhat slower than general reading comprehension (primarily due to reading and reflection) technique to help remember information.

3) Reading to Integrate Information, write and critique text

Reading to integrate information requires additional decision about the relative importance of complementary, actually supporting or conflicting information and likely restricting of a theoretical frame to accommodate information from multilevel sources. Both reading to write and reading to critique text require abilities to compose, select and critique from a text.

4) Reading for General Comprehension

Reading for general comprehension is the most basic purpose for reading underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension requires very rapid automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constrains.

2.2.4   Key of Reading

Berry and Millicent (2006:53) says that technique in key reading is to concentrate your attention on the important words, to a large extent ignoring or paying little attention to the other words. You must see every word (identify and recognize it), but only spend time on a word if it will help people understand the passage, this should help you to read more quickly. There are two key of reading which are Skimming and Scanning.

1.   Skimming

Skimming is not a haphazard, slipshod method of glossing over reading material. It is an efficient, speedy technique for finding facts in a minimum amount of time. It is a specific method of attacking a reading problem and a would be efficient reader needs to master the technique.

1) Have a particular question in mind. This is you reading clue.

2) With your attention alerted, run your eyes down the page looking for the clue.

3) Stop once you have found the clue.

4) Now drop back to reading at a normal rate so that you can read the details you need.

2. Scanning – Rapid

Scanning has often been used colloquially to mean hasty reading which is somewhat random. It has also been used to mean close, careful of a passage point by point. In the first case, you have probably heard people say that they haven't read such and such a book but they scanned it. This is usually means a quick browse through. Then, in the second case, you probably remember the agnois you went through at school when you were asked to scan poetry, marking in the rhythmical patterns with meticulous care.

Scanning, then, is a useful technique. Use it to judge material after a rapid inspection; use to obtain the over-all structure of an article; use it to determine a line of argument, a point of view. The important point is to keep using it and to incorporate it into your basic reading skills.

2.2.5 Basic Skill of Development of Reading

Davis in smith and Johnshon (1998 : 130) labeled nine skill judged by the reading authorities. He consulted to be basic to reading comprehension, they are: (1) knowledge of wood meaning. The readers must have large number of vocabulary in order to know the meaning of the word in the text, (2) ability to select the appropriate meaning of the word or phrase in the light of its contextual setting. It means that the reader must be able to give the right meaning for words base on the context, (3) ability to follow the organization of a passage, (4) ability to identify the main through of a passage, (5) ability to answer question that are specifically in a passage, (6) ability to answer question that are answered in a passage, but not in the word in which the

question is asked, (7) ability to draw inferences from a passage about its content, (8) ability to recognize the literacy devices used in passage and to determine its mood, (9) ability to determine a writer's purpose. Intent and point of view to draw inferences about a writer.

2.2.6 The Levels of Reading Comprehension

Level of comprehension refers to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers. It means that how far the students understand the information gotten from the text and which level that has been achieved. Berry and Millicent (2006) divides comprehension into four levels, namely: (1) Literal comprehension, (2) inferential comprehension, (3) critical comprehension, (4) creative comprehension.

1. Literal Comprehension

Literal comprehension is referring to the ability to understand what stated by the writer or taking the idea and facts that are directly stated on the printed page. The basic of literal comprehension is recognizing stated main idea, detailed, cause effect, and sequence. Mastering the basic of literal comprehension can be done through understanding of vocabulary, sentence meaning, and paragraph meaning. The literal level is the easiest level is The easiest level of reading comprehension because a readers is not required to go beyond what they actually said. In this level, the readers know the words meaning, able to paraphrase or recall of details directly in own words.

2. Inferential Comprehension

Inferential Comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that inferential comprehension is the ability to get inference or implied meaning from the text. In this level, the

readers is able to infer factual information, main idea, comparisons, causes-effects relationship which is not explicitly stated in the passage.

3.   Critical Comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgment and personal reacting about the ideas of information that writers offers in a passage. It requires a higher degree of skill development and perception. In critical reading, readers evaluate written material: compare the ideas found in the material with his/her previous knowledge and draw conclusion appropriately. In other words, the reader compares his previous experience to the element of the new material of passage.

4.   Creative Comprehension

Creative comprehension refers to the ability of readers to use his imagination when reading the passage. Skills for creative reading comprehension include the understanding cause-effect relationship on a story solving problem and producing the creations. In this level, the reader able to product a new ideas, develop his new insight through the reading materials.

2.2.7   The Intensive and Extensive of Reading

1.   Intensive

Intensive reading involves learners reading in detail with specific learning aims and task. Intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order. And they are focus on the linguistic and understanding literal meaning. Example : the learners read short text and put events from it into chronological.

2.   Extensive

Extensive reading involves learners reading texts for enjoyment and to develop general reading skill. The purpose of extensive reading is to pay more attention on small detail of the text not the language. Example: the student can read their book by silently and get the information based on their text.

2.2.8 Reading Material

Based on brown (1980), the material should makes the student become interest to join in the reading class. using the interest materials will make the students like the reading class and antusiastic to learn the subject which is given by the teacher.

The Characteristics of good reading material are:

1. Reading material should have an impact on the students.

2. Reading material must give exposure to real language.

3. Reading material must support student's majority.

4. Reading material must be developed with different levels of difficulties.

5. Reading material must encourage the students to develop learning skills.

6. Reading material must have appropriate instruction with the students' need

7. Reading material must be attractive.

Jeremy Harmer (2004), Stated that there are five principles of reading Materials:

1. Principle 1: reading is not passive skill

   The material should have a correlation with the writer's idea and the content.

2. Principle 2: Students need to be angage with what they are reading the students should interest with the material, especially in reading material.

3. Principle 3: Student should be Encourage to respond to the content of a reading text, not just to the language it is important to the student to catch the meaning which is included in the text easier.

4. Principle 4: Prediction is a major factor in reading. The first prediction is important to catch students' interest to read the reading material.

5. Principle 5 : match the text to the topic

The topic in the text should be match. So the material will be easier to understand.

2.3 Types of Genre

Based on Knapp and Warkins (2005) genre as it has been developed in literacy education is an organizing concept cultural Practices. Genre is place occasion, function, behavior and interaction structures. According to Gerot and Wignei(1994:17) there are some kinds of genre:

1. Narration

The social function of narration is to amuse, entertain, and to deal with actual or vicarious experiences in different ways. It deals with problematic events which lead to a crisis of turning point of some kinds, which in turn finds a resolution. The generic structures are orientation, complication, and resolution and the linguistic features are focus on specific and individual participant, using material process, relation process, verbal process, mental process, using past tense, and using temporal conjunction and time connective.

2. Description

The social function of description is to describe a particular person, place or thing, the generic structures are identification and description and the linguistic features are focus on

specific participants, using identifying process, using classifiers in nominal gropus, and using present tenses.

3. Spoof

The social function is to tell an event with humorous twist. The generic structures are orientation, event and twist and linguistic features are using of material process, circumstances of time and place, using past tense, and focus on an individual participant.

4. Report

The social function is to describe the way things are, with reference to a ranger of natural, man-made, and social phenomenon in our environment. The generic structures are general classification and description and linguistic features are using general nouns, using relating verbs, using simple past tense, using behavioral verbs, and using technical terms.

5. Analytical Exposition

The social function is to persuade the reader or listener that something in the case. The generic structures are a thesis, argument, and reiteration conclusion and linguistic features are focus on generic human and non human participant, relational process, and using simple present tense.

6. New item

The social function is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important. The generic structures are newsworthy events, background events, and sources and linguistic features are focus on telegraphic information, material process, and using circumstances.

7. Anecdote

The social function is to share with others an account for an unusual or amusing incident. The generic structures are abstract, orientation rhetorical question, and material process and linguistic features are using exclamation, rhetorical question, and material process.

8. **Procedure**

The social function is to describe how something is accomplished through a sequence of action steps. The generic structures are goals, material and steps and linguistic features are focus on generalized of human agents, using simple present tense in imperative form, and using material process.

9. **Hortatory Exposition**

The social function is to persuade the reader that something should or should not be the case. The generic structures are thesis, arguments, and recommendation and linguistic features are focus on generic human and non human participants, using mental process, materials process, relation process, and using simple present tense.

10. **Explanation**

The social function is to explain the process involved in the formation or working of natural or socio cultural phenomena. The generic structures are a general statement, and sequenced explanation and linguistic features are focus on generic human and non human participants, using materials and mental process, using present tense, and using passive voice.

11. **Discussion**

The social function is to present two points of view about an issue. The generic structures are issue, argument, and conclusion and linguistic feature are focus on generic human and non human participants, using material, mental and relation process, comparative and contrastive conjunction.

12. Reviews

The social function is to critique an art of work or event for a public audience. The generic structures are orientation, interpretative recount, evaluation, participants, using metaphoric language, and using direct expression of opinion.

2.4 The Nature of Narrative Text

Narrative text is a kind of entertaining text. It is a stories that has structural organizational that includes beginning, a middle, and an of the story. Narrative text is story telling; it tells a true story or fiction. Narrative text tells an imaginative story. Narrative text is not fact but only fiction story. According Thomas S. Kane (2000 : 363), A narrative is a meaningful sequence of events told in words. Narration is the telling or relating about a series of events. Narrative has the purpose that is to entertain, amuse, and interest the reader with actual or imaginary experiences in different ways. It means that narrative text wants to give entertainment to the reader in order to make them enjoy in reading. Besides, it also gives motivation and message or moral value for the reader.

Type of narrative text is folktales, fairytales, fable, myth, legend, science fiction, short story, ballads. According to Siahaan, Sanggam & Shinoda, (2008:73) "Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways".

2.4.1 Generic Structure

According to Thomas S.Kane (2000 : 363) The Generic Structures of Narrative text involves the characters with define personalities/ identifies, and creates images in readers mind and enhances the story. It also focus on a series of action. There are five element of Generic Structure in Narrative text, there are:

1. Orientation

Orientation is about the opening paragraph where the characters of the story are introduced (person, time, and place). This sets the scene, creating a visual picture of the setting, athmosphere and time of the story.

2. Evaluation

Evaluation is stepping back to evaluate the plight. So, the writer concludes the evaluation contains the assessment or evaluate the plot of story. The general definition of evaluation in narrative text is the order of events as they occur in the story, the sequence of events in the story occurs in precise order so that it makes sense the person to read.

3. Complication

The problem of narrative text is find from the complication. This stage can include reflection of the problem. The complication is pushes along by serious of events, during which usually expect some sort of complicating or problem to arise. It explores the complicit among the participant. Complication is the main element of narrative text.

4. Resolution

Resolution is where the complication is resolve. The final series of the event which happen in the story. In this part, the complication may be resolved, it can be happy or sad ending.

5. Re-orientation

This is a closing remark to the story and it is optimal. It consists of a moral lesson, advice or teaching from the writer.

2.5 Teaching Reading

Teaching reading is a process of teaching in which the reader shows and helps someone or students to learn how to read well in English to develop students awareness or reading or reading

as a skill. Teacher not only showing and help learner to communicate but also showing and helping how to read well in English. Brown (2007) stated that teaching is guiding and facilitation learning enabling the learners to learn and setting the condition for learning. Based on the statement above it can be concluded that teaching is an activity, which gives guidance besides, teacher has important role to raise success in teaching learning process.

For some students, reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be an unity uninteresting activity for them. The big problem in reading is vocabulary mastery. The vocabulary cannot be mastered by them, it make the students do not understand what they read and make them bored and forced reading repeatedly to get the meaning and conclusion from the vocabulary that understand.

Thus, to avoid the problem in reading. The teacher should design a set of principle that can help the student to develop the reading skill successfully. Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles purposed by harmer. The six principles are as follow:

1. Suggest students to read as often and as much as possible. Our knowledge will increase if much new information in mind. One a way is many books that we read. The more students read the better. The teacher suggests the students to read extensively as well as.

2. Students need to communicative situation

3. Encourage students to respond to the content of a text (and explore their feeling about it), not just concentrate on its construction.

4. Prediction is a major factor in reading

5. Match the task to the topic

6. Good teacher exploit reading to the full

2.6 Concept of Skimming and Scanning Technique

Department of Education (2005:7) Says: There are a variety of uses that are contained on the ability to read quickly, which are (1) to read quickly save time, (2) read quickly create efficiency, (3) the less time it takes to do routine things, the more time working available for another important thing, (4) speed reading has a value that is fun / entertaining, (5) reads quickly expand mental horizons, (6)read quickly help to speak effectively, (7)to read quickly assist in the exam, (8) to read fast increase understanding,(9) speed reading guarantees to always be up to date, and (10) fast reading can be regarded as a mental tonic.

2.6.1 The Definition of Skimming and Scanning Technique

Skimming and Scanning are part of reading Skill, Harmer(2007: 100-101) Stated that:

1. Skimming

They were casting their eyes over its surface – to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusion are). This skill means they will get bogged down and may not be able to identify the general idea because they are concentrating to hard on specifics. According to Diaz, S &Langudo, J (2013:138), Skimming as getting the main idea or gist of a selection quickly in a written text where the student develop powers of inference through systematic practice which encourages them to anticipate of a text. So, skimming can help the students to find they key words that permit them to infer the general sense of a text to interpret text faster and advance the reading process.

2. Scanning

For particular bits of information they are searching for(as, for example, when we look a telephone number, what's on television at a certain time or search quickly through and article looking for a name or other detail). This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully. According to Diaz, S &Laguado, J (2013:138) States with this Scanning, the student look for specific information within a text such as dates, names, places, among others and to defined as the ability to locate specific facts and detail quickly, is regarded as a desirable reading skill and is taught in most development reading course.

2.6.2 The Advantages of Skimming and Scanning Technique

The Advantages of Skimming

1. Skimming can help the students go through the reading material quickly in order to get gist of the text.

2. Skimming help the students to know the text is organized

3. Skimming can help the student to get an idea of the tone or the intonation of the writer. It means that, by reading using skimming the students can make reading material easier and students to know how the text is organized and the students can improving an idea of the tone or the intonation of the writer.

The Advantages of Scanning

1. Scanning help the students only try to locate specific information.

2. Scanning help the students to follow the linearity of the passage.

3. Scanning help the students to used the time efficiently.

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

2.6.3 The Steps in Skimming and Scanning Technique

Skimming

John Langan(1992:394), Stated that there are 4 Steps to follow in the skimming for the main ideas as followed:

1. Fine definition. They are often signaled by special type, especially italics.

2. Located enumerations. It does not help to locate a numbered series of items if you do not know what label series fits under.

3. Look for relationship between headings and subheadings. Such relationship are often the key paragraphs.

4. Look for emphasis words and main ideas. Look for points marked by emphasis words and main ideas in what seem to be key paragraphs.

Scanning

From the educational website p.32, the steps to do scanning are as followed:

1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, fact, and date.

2. Note how the information is arranged on a page. Is information arranged alphabetically or numerically?

3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want.
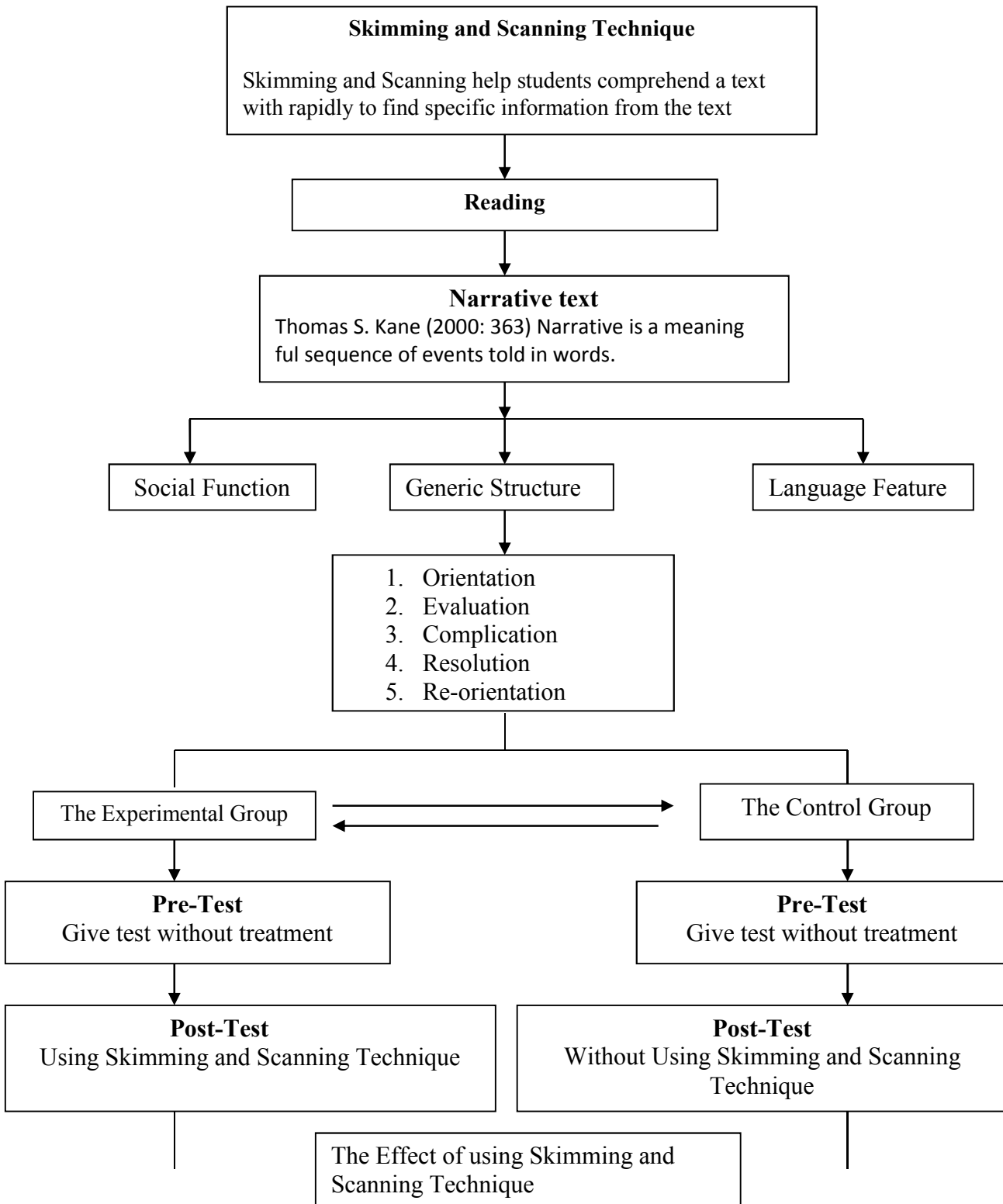
4. Aim for 100% accuracy.
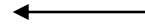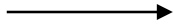
2.7 Conceptual Framework of the Research

In reading Comprehension, the students do not only try to understand what the writer wants to give but also the students should compare what they read and what they have known, called prior knowledge. Here, they will be practices more in developing their thinking while they are reading a text. By doing this, they will be critical reader in comprehending what the writer writes and finding out some information. They will get their opinion about the contains of the text including the accuracy and appropriateness after reading it.

In order to develop this reading activity, there is a strategy that has been applied. It is Skimming and Scanning technique, the students can set their predictions about the text, developing their thinking as they are reading the text, understand. Finally, the students can be creative in reading activity and using their thinking ability in comprehending the text and develop their thinking process.

The Conceptual Framework can be shown in this Following:

Skimming and Scanning Technique

Skimming and Scanning help students comprehend a text with rapidly to find specific information from the text

↓

Reading

↓

Narrative text
Thomas S. Kane (2000: 363) Narrative is a meaning ful sequence of events told in words.

↓

| Social Function | Generic Structure | Language Feature |

↓

1. Orientation
2. Evaluation
3. Complication
4. Resolution
5. Re-orientation

↓

| The Experimental Group | ⟶⟵ | The Control Group |

↓

Pre-Test
Give test without treatment

Pre-Test
Give test without treatment

↓

Post-Test
Using Skimming and Scanning Technique

Post-Test
Without Using Skimming and Scanning Technique

The Effect of using Skimming and Scanning Technique

Figure 2.1. Conceptual Framework. Skimming and Scanning Technique on the students Reading Comprehension in Narrative Text (Haloho, Feronika 2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this study was experimental quantitative research. There were two kinds of variables such as: independent and dependent variable. Independent variable is by Skimming and Scanning technique while dependent variablesare the students' reading skill. In this case, the researcher was investegated 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 was recieved the treatment by applying Skimming and Scanning Technique and control group which was treat without special treatment. Then both of them was 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

Group	Pre-Test	Treatment	Post-Test
Experimental (XI MIA-1)	X 1	Using Skimming and Scanning Technique	X 2
Control (XI MIA-2)	Y 1	Without Using Skimming and Scanning Technique	Y 2

3.2 Population and Sample

3.2.1 Population

Arikunto (2006:130-131) States that population is the whole subject of the research. Related to this point, the writer chose the eleventh grade students SMAS Katolik Budi murni 3 Medan in the academic year 2019/2020 as the population of the research.

3.2.2 Sample

Subagyo (2006:23) States that sample is part of population assumed able to represent itself. This sample carried out in the XI Mia-1 (30 Students) become the Experimental class and XI Mia-2 (30 Students) become Control class of SMAS Katolik Budi Murni 3 Medan. It consists of 60 Students in the Second semester in the academic year 2019/2020.

3.3 The Instrument of Collecting Data

Some instrument for collecting data in this research reading test assessment as the instrument is use in order to measure students' reading comprehension. The kind of the test is multiple choice test. In this case, the text would be used is Narrative text.

3.4 The Procedures of Research

In this study, there are three procedures are hold to collect the data. They are representatively as follows:

3.4.1 Pretest

Both experimental and control groups would be given a pre-test before the presentation of the material. The pre-test would be conducted to find out the homogeneity of the sample. It

would be use to determine whether the two groups are relatively equal in reading. The homogeneity can be seen from the average score of each groups with the same items. It would expected that the different of average score between them not-too far in the other words. The two groups are in the same level of knowledge.

3.4.2 Treatment

After having the pre-test, the experimental group would be treated by using skimming and scanning technique, while the control group would be treated by conventional method. The treatment would be conducted after administration of the pre-test. The experimental group would be treated by using skimming and scanning technique in order to develop reading comprehension.

Table 3.2 Teaching Procedure in Control Group

No	Teacher Activities	Student Activities
1.Opening Phase	1.Teacher greets the students in opened the class 2. The teacher gives motivation to the students	1. Students respond the teacher's greetings. 2. The students pay attention
2. Main-Activity	1. The teacher introduced the lesson. 2. The teacher explains the lesson about the narrative text. 3. The teacher give a reading text to the students and ask the students to read the text. 4. The teacher give the question sheet to the students and asks the students to answer the question.	1. The students pay attention. 2. The students pay attention. 3. The students read a narrative text clearly 4. the students answer the question based on the text.
3.Closing Activities	The teacher asks the students to collect their answer sheet and closed the lesson	The students collect their answer sheet to the teacher

Table 3.3 Teaching Procedure in Experimental Group

No	Teacher Activities	Student Activities
1. Pre-Activity	1.Teacher greets the students in opening the class 2. The teacher gives motivation to the students	1. Students respond the teacher's greetings. 2. The students pay attention
2. Main-Activity	1. The teacher gives reading text and asks the students to read the text. 2. The teacher Explain how to read with scanning and skimming technique in front class. 3. The teacher give the question sheet to the students and asks the students to answer the question.	1. The students read a text. 2. The students pay attention. 3. The students answer the question based on the text.
3.Closing	The teacher asks the students to collect their answer sheet and close the lesson	The students collect their answer sheet to the teacher

3.4.3 Post-test

The post-test would be done after treatment has been taught. The post-test would be given to both experimental class and control class. The sample would be tasted by the same question to find out the mean score of experimental class and control class, to find out the develop of using skimming and scanning technique.

3.5 Scoring Technique

In scoring the result of the test, the cumulative score range is 0-100. To obtain the score answer is continued as the follows:

$$S = \frac{R}{N} x100\%$$

Where:

S   = the score

R   = the number of correct answer (s)

N   = the number of the questions

100   = cumulative range, 0-100

3.6 Validity and Reliability of the Test

The validity and reliability determines how well a test is. On this case factors is fulfill by a test before it is used to drive valid data of the research. The establishment and procedure of each aspect is discussed in the following:

3.6.1 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 can 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 would be conducted with content validity. Content validity considers whether a test would 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' Reading skill or not.

The Table of the Test Specification

No	Content Narrative Text (Generic Structure)	Test item	Kinds of Test	Score
1	Orientation	5	Multiple choice	20
2	Evaluation	5	Multiple choice	20
3	Complication	5	Multiple choice	20
4	Resolution	5	Multiple choice	20
5	Re-Orientation	5	Multiple choice	20
	Total	25		100

3.6.2   Reliability of the Test

Reliability is one of the characteristics of a good test. Reliability referred to the consistency of the measurement. To obtain the reliability of the test, the writer used the formula of Richard Kuderson 21 as follows:

$$r = \frac{K}{K-1}\left[1 - \frac{M(K-M)}{K.S2}\right]$$

Where:

K   is the number of question

M   is the mean of test score

S   is the standard deviation

Arikunto (2003:75) states that:

0.00 - 0.20   : the reliability is very low

0.20 – 0.40   : the reliability is low

0.40 – 0.60   : the reliability is significant

0.60 – 0.80   : the reliability is high

0.80– 1.00   : the reliability is very high

3.7 Technique of Collecting Data

In this section the research would 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 Skimming and Scanning technique on the reading comprehension, the researcher would be given the test. The test is consisting of pre-test, treatment and post test. The pre test would 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 Skimming and Scanning technique. The treatment would be given only to the students in the

experimental class to find out the effect of using Skimming and Scanning Technique the students' reading comprehension. Then, the post test would be given after conducting eight meetings in both experimental class and control class.

3.8 Technique of Data Analysis

To know the difference between the two groups, the writer used t-test using the formula:

$$t = \frac{Mx - My}{\sqrt{\left[\left(\dfrac{Dx^2 + Dy^2}{Nx + Ny - 2}\right)\left(\dfrac{1}{Nx} + \dfrac{1}{Ny}\right)\right]}}$$

Where

Mx   = the mean of experimental group

My   = the mean of control group

dx   = the standard deviation of experimental score

dy   = the standard deviation of control's score

Nx   = the total number samples of experimental group

Ny   = the total number samples of control group