

The Effectiveness of Using Scanning Technique to Improve Students' Reading Comprehension

¹Nuraiza, ²Yudistira Saputra, ³Rini Susiani,

^{1,2}University of Jabal Ghafur, Indonesia

³Abulyatama University, Indonesia

nuraiza59@gmail.com, yudistira.saputra@gmail.com,

rinisusiani_b.inggris@abulyatama.ac.id,

***Corresponding Author : rinisusiani_b.inggris@abulyatama.ac.id**

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Abstract

The objective of this study was to find out the effectiveness of using scanning to improve students' reading comprehension of the students of third grade at MAN 3 Pidie. 37 students of 12th grade took part in this study. Case study was used as the research method. The data were collected by using 20 items of questionnaire. The questionnaire was divided into two parts namely reading comprehension and scanning technique. The findings of this study showed that the most of the students at MAN 3 Pidie believed that the scanning technique can improve reading comprehension effectively. It implies the students' good responses about using scanning technique to improve reading comprehension. The students' good responses can be seen in the following questionnaire result. First, the statement 'I am interested in learning reading comprehension by using scanning technique' which generated 87% of option yes and 13% of option no. Secondly, the sentence 'Scanning technique is the best way to improve reading comprehension' elicited 30 students (81%) who agreed and 7 (19%) said no. Another statement was 'There are some advantages using scanning technique in improving reading comprehension' that revealed 34 students (92%) said yes and only a student (3%) chose no.

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Introduction

Language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a `nd participants in its culture, express themselves (Crystal et al, 2019). Since language plays an important role in any aspects, it has some different functions in the society where it is used. The function for which a language is used in a society affects the status of the language itself. In a society, a language can play a role as the official, national, educational, religious, and international language.

English today becomes an International language in all parts of the world. Indonesia is one of many countries where English becomes foreign language. This language is very important in many aspects of life, especially in education. English is placed in all level of school in Indonesia. Moreover, English is used in many kinds of crucial test such as at secondary level in National Examination. Thus, the role of English in Indonesia's education is very important.

There are four main skills in English: reading, listening, speaking, and writing. Every student must master them, if they do not, they will have difficulty in following the language learning. Reading is one of important aspect on language learning. Reading is an activity of process of transferring or decoding from the written to oral form (Harmer, 2010; 79). Based on the definitions above, it can be concluded that reading is a complex process of thinking in assigning materials which involves most of the readers' intellectual act, such us comprehension in order to get ideas or information extended by the text.

Moreover, Flippo (2000, 123) states that reading can be said as successful comprehension if there is an alignment and interactive process between the students' mind and the writer's message (text). In other word, the students can be said having the success in reading if they can comprehend the information from the text they read. Thus, it can be said that reading and comprehension cannot be separated from each other.

Reading is very important thing for everyone, especially for students. If we want to get information about something, we should be reading. Reading becomes a basic thing for students, because if students get difficult in reading, they will have trouble in learning process.

As a result, directly it affects for their result in the classroom. They will get bad result for their test.

We know that in Indonesian, English is not as a national language, but only as a foreign language. So, most of Indonesian students have a trouble in English. Based on Brian (2009, 56) that one of the fundamental problems in reading for Indonesian students are they cannot understand the English reading text. So, they have a trouble to get information from the text.

Furthermore, from the preliminary observation and some interviews with the English teacher and some students at grade XI of SMA N 1 Padang Tiji, the researcher found a problem in the English teaching and learning process. The problem was related to the students' reading comprehension. The students at the second year of SMA Negeri 1 Padang Tiji faces problem on reading comprehension as they could not do well to understand the reading text. The teacher had done to settle the problem by asked the student to looked for the misunderstanding words in dictionary. However, it is still unsatisfied result. It means that the student of that school needs another treatment to improve their ability on reading.

Another problem faced in the classroom is the limitation time for the students to read. It happens because the common activity in the classroom is the combination between some skills and components of English. The result is the students lose their time because they are busy with difficult words and read every word in the text. To overcome this problem, the teacher should use appropriate technique to make the students' reading comprehension better. Wallace (2004, 90) states that the readers do not need to read every word in the text to be efficient readers. It means that the readers only need to find information they need from the text without reading the whole text in order to make them able to manage their time effectively.

There are some techniques that can be used to save the time. One of the techniques is scanning techniques. Besides, the teachers also have limited time to give feedback to the students. There are usually more than fifteen students and sometimes it is so difficult for the teacher to give a holistic, effective and efficient feedback to the students in the class during the teaching-learning activity.

Based on the problems above, the researcher uses scanning technique as a problem solve. Scanning is a technique that can help readers quickly gain information from a book,

magazine, newspaper or website without having to read every word. When used well, scanning can save readers' time and allow them to study more efficiently. As stated by Brown (2001, 78) scanning is the technique for quickly finding specific information in a text while ignoring its broader meaning, it searches for keywords or ideas in a written text. When you scan, you run your eyes over text or information to pull out specific words, phrases, or data.

To measure their understanding, the teacher gives the first task that contained five aspects in macro skills in reading comprehension such as main idea, specific information, inference, reference, and vocabulary. As the procedure of scanning technique, the teacher distributes the question, and then students should understand the questions in five minutes. After the students should understand the questions, the teacher distributes the story related to the questions. Then, when the students have been finished the task, the teacher asks them to collect. Teacher and students discuss it together. For second task, the procedure is same, but the questions and story are different.

Base on the background above, the problem of study as follows: "How is the effectiveness of using scanning technique to improve students' reading comprehension at the third-grade students of MAN 3 Pidie?"

The result of this research was 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. It is expected that the study will be useful for further research and enlarge the readers' knowledge in using scanning technique to improve reading comprehension.

Literature Review

1. Scanning Technique

Richard et al (2007) states that scanning is type of speed-reading technique which is used when the reader wants to located a particular piece of information without necessarily understanding the rest of a text or passage and the reader can study the text in more the detail. In scanning, the reader wants to examine closely using a regular plan or fixed without making a search for something looking at quickly without careful reading is often looking for a particular thing.

Moreover, 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, Brown (2001) argue that scanning is a technique for quickly finding specific information in a text while ignoring its broader meaning, research for key words or idea in a written text.

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 question that may be asked at the end of the assignment, it is very useful for students to find specific information to get answers from the questions in the assignment or exam, and minimize their time to answer the questions in the text.

2. Definition of Reading

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

According to Singer (2005) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension.

Based on the statement above, Reading comprehension is influenced significantly by a student's level of word knowledge, which includes vocabulary and spelling skills, as well as the ability to decode words in print.

3. Kinds of Reading

In reference to the conception of reading high lighted in the preceding discussions, there are two kinds of reading discussed under this heading, there are: (1) intensive reading, (2) extensive reading.

A brief discussion of these two types of reading is presented in the following section.

B. Research Methodology

This study employed the qualitative research method with case study approach. Qualitative method was chosen because this study aims at improving the students' reading comprehension of MAN 3 Pidie by using scanning technique. According to Fraenkel and Wallen (2009), case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, the study case approach allowed the writer to study particular students in an attempt to understand the case of improving the students' reading comprehension using scanning technique.

The writer use statistic procedure that was suggested by Nur 'Aini (2016), researcher analyzes and tabulates the data by counting the percentage of the response from each data. To know the percentage of data from questionnaire, the researcher used formula:

$$P = \frac{F}{N} \times 100\%$$

Where,

P = Percentage

F = Number of frequency

N = Number of respondents (Heaton, 1975).

To consult with the scores, the writer use the criteria as follows:

Very positive	76 % - 100 %
Positive	56 % - 75 %
Negative	40 % - 55 %
Very negative	Less than 40 %

(Arikunto, 2014)

Result

In this section, the researcher presented results to answer the research questions about the effectiveness of using scanning technique to improve students' reading comprehension at the students of second grade of MAN 3 Pidie.

As stated in Chapter III, the questionnaire items were divided into two categories. The first part indicated the reading comprehension. Otherwise, the second part was about scanning technique. The tables below summarized the questionnaire results.

Table 4.1 Reading Comprehension

No.	Statement	Yes	No
1.	The hardest thing in learning English is reading	34	3
		92%	8%
2.	Do you have any difficulty in reading comprehension?	34	3
		92%	8%
3.	<i>Do you like reading English text?</i>	23	14
		62%	38%
4.	Is that necessary having knowledge and experience in reading comprehension?	30	7
		81%	19%
5.	I am confused when I read English text and do not remember what I read	25	11
		67%	30%
6.	I feel nervous when I do reading exercise	18	19
		49%	51%
7.	I am difficult to comprehend English text because I lack vocabulary.	36	1
		97%	3%
8,	<i>It is hard to comprehend English text as I am not familiar with English cultures and authors.</i>	34	3
		92%	8%
9.	<i>I feel confident when I read English text</i>	13	24
		35%	65%

10.	<i>Reading English text is not difficult if we get used to it</i>	35	2
		94%	6%

As shown in table 4.1 above, almost of all students (92%) believed that the hardest thing in learning English was reading. In the other hand, only 3 students (8%) said no to the statement. It implies that the students of MAN 3 Pidie admitted that the hardest thing in learning English was reading.

The statement ‘Do you have any difficulty in reading comprehension?’ elicited 92% of yes option and 8% of no option. It means that the students of MAN 3 Pidie had difficulty in reading comprehension. Furthermore, 23 students (62%) resorted yes option toward statement ‘Do you like reading English text?’. Otherwise, 14 students (28%) chose no option to this statement. It indicates that the students of MAN 3 Pidie liked reading English text.

Additionally, 30 students (81%) claimed that it is necessary having knowledge and experience in reading comprehension. While, 7 students (19%) did not said so. It can be concluded, according to the students of MAN 3 Pidie that it is necessary having knowledge and experience in reading comprehension. Moreover, 25 (67%) assumed that they were confused when they read English text and did not remember what they read. Whereas, 11 students (30%) did not assume so. Surprisingly, there was a student who did not decide any option. In conclusion, the students of MAN 3 Pidie were confused when they read English text and did not remember what they read.

18 students (49%) said that they felt nervous when they did reading exercise. A slightly higher number of students (51%) did feel so. At the end, the students of MAN 3 Pidie did not feel nervous when they did reading exercise. Hence, 36 students (97%) admitted that they were difficult to comprehend English text because they lacked vocabulary. Only one student (3%) said no. As the result, the students of MAN 3 Pidie were difficult to comprehend English text because they lacked vocabulary.

In addition, the sentence ‘It is hard to comprehend English text as I am not familiar with English cultures and authors’ revealed 34 students (94%) who said yes and 2 students (6%) who said no. Therefore, the students of MAN 3 Pidie believed that it was hard to comprehend English

text as they were not familiar with English cultures and authors. Besides, 13 students (35%) confirmed that they felt confident when they read English text. However, it was noticed that 24 students (65%) did not have the same opinion with the previous 13 students. To sum up, the students of MAN 3 Pidie felt no confident when they read English text.

The last, when the students were asked to decide yes or no about reading English text is not difficult if we get used to it where they used English, option yes generated the highest percentage among two the given options (94%). The option no elicited a few of the responses (3%) respectively. Undoubtfully, the students of MAN 3 Pidie perceived that reading English text is not difficult if we get used to it where they used English.

In the light of the results of the statistical analysis, it is concluded that the majority of the students at MAN 3 Pidie positively responded to reading comprehension items listed in the questionnaire.

Table 4.2 Scanning Technique

No.	Statement	Yes	No
1.	<i>Do you like studying reading comprehension by using scanning technique?</i>	30	7
		81%	19%
2.	I can improve my reading comprehension by using scanning technique	23	14
		62%	38%
3.	I can do the reading exercise after teacher applies scanning technique	19	18
		51%	49%
4.	I am interested in learning reading comprehension by using scanning technique	32	5
		87%	13%
5.	<i>Is there any improvement in reading comprehension after taught by scanning technique</i>	27	10
		73%	27%
6.	Scanning technique is the best way to improve reading comprehension	30	7
		81%	19%
7.	Improving reading comprehension by using scanning technique is difficult	18	18
		49%	49%

8,	There are some advantages using scanning technique in improving reading comprehension	34	1
		92%	3%
9.	Do you have any problem when you practice scanning technique?	17	18
		46%	49%
10.	I feel easier to comprehend reading by using scanning technique	29	7
		78%	19%

It is apparent from table 4.2 that the largest part of the students about 81% said yes to the question ‘Do you like studying reading comprehension by using scanning technique?’. However, a small minority of 19% answered no to this question. Finally, the students of MAN 3 Pidie liked studying reading comprehension by using scanning technique. Besides, most of the students represented 62% of option yes toward the sentence ‘I can improve my reading comprehension by using scanning technique’. Yet, the remain students (38%) chose no. It can be summarized that the students of MAN 3 Pidie believed that they could improve their reading comprehension by using scanning technique.

The sentence ‘I can do the reading exercise after teacher applies scanning technique’ highlighted 19 students (51%) who said yes and 18 students (49%) said no. It was obvious that the students of MAN 3 Pidie confirmed that they could do the reading exercise after teacher applies scanning technique. Meanwhile, almost all of the students (87%) resorted option yes about the statement ‘I am interested in learning reading comprehension by using scanning technique’. Otherwise, 5 students (13%) registered option no. Overall, the students of MAN 3 Pidie were interested in learning reading comprehension by using scanning technique.

Approximately, 27 students (73%) answered yes when they were asked whether there was any improvement in reading comprehension after taught by scanning technique or not. However, 10 students (27%) did not answer so. Accordingly, the students of MAN 3 Pidie admitted that there was an improvement in reading comprehension after taught by scanning technique. Thus, almost all of the students (81%) claimed that scanning technique is the best way to improve reading comprehension. While, 7 students (19%) did no claim so. In conclusion,

referring to the students of MAN 3 Pidie that scanning technique is the best way to improve reading comprehension.

Additionally, there was a balance number between the students (49%) who received the statement 'Improving reading comprehension by using scanning technique is difficult' and the students refused (49%) the statement. Surprisingly, there was a student who did not choose any option. As results, the students of MAN 3 Pidie were neutral towards the statement. On contrarily, a large number of students (92%) selected option yes to the sentence 'There are some advantages using scanning technique in improving reading comprehension'. The rest one student (3%) selected option no. Interestingly, 2 students (6%) did not decide any option. Accordingly, the students of MAN 3 Pidie estimated that there were some advantages using scanning technique in improving reading comprehension.

Then, when the students were asked whether they had any problem when they practice scanning technique revealed 46% of answering yes and 49% of answering no. Again, 2 students did not sign any option. As a conclusion, the students of MAN 3 Pidie assumed that they had any problem when they practice scanning technique. The last, 29 students (78%) perceived that they felt easier to comprehend reading by using scanning technique. However, a student did not choose any alternative answer. Otherwise, 7 students (19%) had no the same feeling. It is clear that the students of MAN 3 Pidie felt easier to comprehend reading by using scanning technique.

Additionally, to get more detail reflection about the result of scanning technique, the researcher also inserted a chart column as follow.

Discussion

In this part, the researcher explained all the data that have been found in previous section. The present section discusses the findings of the study and attempts to significantly show the revealed results and accurately answer the questions of the investigation. The questionnaire result showed that the most of the students at MAN 3 Pidie believed that the scanning technique can improve reading comprehension effectively. It implies the students' good responses about using scanning technique to improve reading comprehension. It was in line with the study conducted by Nur'aini (2016).

The students' good responses can be seen in the following questionnaire result. First, the statement 'I am interested in learning reading comprehension by using scanning technique' which generated 87% of option yes and 13% of option no. Secondly, the sentence 'Scanning technique is the best way to improve reading comprehension' elicited 30 students (81%) who agreed and 7 (19%) said no. Another statement was 'There are some advantages using scanning technique in improving reading comprehension' that revealed 34 students (92%) said yes and only a student (3%) chose no.

Conclusions

The objective of this study dealt the the effectiveness of using scanning technique to improve students' reading comprehension at the students of second grade of MAN 3 Pidie. Referring to result, the most of the students at MAN 3 Pidie believed that the scanning technique can improve reading comprehension effectively. It implies the students' good responses about using scanning technique to improve reading comprehension.

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