Using Scanning Strategy to Improve Students' Reading Comprehension of the Second Grade of SMP Negeri 4 Minas

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Abstract: This classroom action research was aimed to know whether scanning strategy can improve the reading comprehension ability of the second grade students of SMP Negeri 4 Minas and to find out what factors that improve the students' reading comprehension ability. .Twenty one eight grade students participated in this study. The data were collected from several sources; observation sheet, reading comprehension tests, and field notes. The findings of this study indicated that the application of using scanning strategy could improve students' reading comprehension ability both at the cycle one and cycle two. The result of pre-test shows the average score of students reading comprehension ability was 59.4. It improved to 70.23 on the post-test 1 and 80 on the post-test 2. It was also proved that applying scanning strategy in comprehending narrative texts could improve students' interest and motivation to read more after knowing how this strategy could help them collect the information needed from a text quickly and efficiently in the shortest period of time.

Keywords: Scanning Strategy, Reading Comprehension

Penggunaan Strategi Scanning untuk Meningkatkan Pemahaman Membaca Siswa Tingkat Dua pada SMP Negeri 4 Minas

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Abstrak: Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah strategi scanning dapat meningkatkan kemampuan pemahaman membaca pada tingkat ke dua siswa SMP Negeri 4 Minas dan untuk mengetahui faktor – faktor apa saja yang mempengaruhi meningkatnya kemampuan pemahaman membaca siswa. Dua puluh satu siswa kelas delapan ikut berpartisipasi pada penelitian ini. Data dikumpulkan dari beberapa sumber; lembaran observasi, tes pemahaman bacaan, dan catatan lapangan. Hasil dari penelitian ini menunjukkan bahwa strategi scanning dapat meningkatkan kemampuan pemahaman bacaan siswa pada siklus pertama dan siklus kedua. Hasil dari pre – test menunjukkan rata – rata nilai dari kemampuan pemahaman bacaan siswa adalah 59.4. Hasil ini meningkat menjadi 70.23 pada post – test 1 dan 80 pada post – test 2. Hasil tersebut juga membuktikan bahwa pengaplikasian dari strategi scanning dalam pemahaman teks naratif dapat meningkatkan minat dan motivasi siswa untuk membaca lebih banyak lagi setelah mengetahui bagaiman strategi ini dapat membantu mereka mendapatkan informasi yang dibutuhkan dari sebuah teks dengan cepat dan effisien dalam jangka waktu yang sesingkatnya.

Kata kunci: Strategi Scanning, Pemahaman Membaca

INTRODUCTION

One of the most important skills in English is Reading. Reading is not only to enrich our knowledge, but also to improve analytical thinking, increase vocabulary, improve memory, improve our writing skill, and even reduce stress. That's why reading is very important for all people especially for students.

For secondary school (SMP) graduates, its curriculum (Depdiknas, 2004) targets the students at the second level that is functional level. At this level, regarding reading skill, students are demanded to understand various meanings (interpersonal, ideational, textual meanings) in various interactive written texts.

The objective of teaching is the development of communicative ability in English embracing four language skills (reading, writing, listening, and speaking) with an emphasis on reading ability. Reading is an aspect that inseparable in teaching and learning English. Teachers and students use reading skill in their learning activity. When teachers give text to their students, then, the students will read it and answer the questions. They should understand the information in the text by using their reading understanding.

The students' reading ability need to be improved in order to enable them to get used to the reading activity. It is very useful activity that should be done as a habit because reading skill will enlarge their knowledge about many things in comprehending English text.

Mikulecky and Jeffries (1984) state that there are five reasons why reading is very important in learning a new language / foreign language. First, it can help learners to think in the new language. Second, reading helps learners build better vocabulary. Third, it can make learners feel more comfortable with written English. Fourth, reading may be the only way to use English for those who live in non English-speaking country. Finally, reading can help if the learner may influence the ability in other language skills like speaking (by read it aloud), listening (by read and listen it in turns), and writing (by rewrite what have been read).

According to a small survey administered by the writer on November 10, 2014 in SMP Negeri 4 Minas, comprehending reading text seems to be the most difficult skill to be mastered by the students. After giving 25 questions based on 5 narrative texts, the writer found that, from 21 students, there were 13 students (62%) who got score 21 – 40, and the rest, 8 students (38%), got 41 – 60. It means that 0% of the students reach the minimum score, which is 78, for the second grade students of SMP Negeri 4 Minas. So we can conclude that there is still a problem in comprehending reading text, especially narrative.

From the situation above, the writer is interested in conducting a research. Based on KTSP, the second year students of senior high school focused on three genres. They are descriptive, recount, and narrative. Comprehending narrative text is very important aspect on the part of the learners in order to meet one of the learning and teaching goals as stipulated in the 2006 School Based Curriculum (KTSP 2006). In other word, the expectation of the curriculum is to understand what the text is about.

The Nature of Reading Comprehension

There is no single set definition of reading comprehension. The discussion of the concept of reading comprehension, in general, cannot be separated from different ways

of defining the term reading comprehension. The researcher of the present study focuses her reviews on some concepts of reading comprehension in general. Turner (1988 in Alexander 1989) argues that reading comprehension involves taking meaning to a text in order to get meaning from the text. Furthermore, he says that an individual may be said to comprehend a text completely when he can: (1) recognize the meaning of words and sentences of the text; (2) associate meanings, both denotative and connotative, from personal experiences with the printed text; (3) recognize how all these meanings and/or his perceptions of them fit together contextually; (4) make value judgment about, and based on, the reading experience. Moreover, Reading comprehension is defined as "a process of making sense of written ideas through meaningful interpretation and interaction with language" (Anderson & Pearson 1984 in Alexander, 1988) So, by reading comprehension, a reader understands as much as possible the message that the writer puts into a text, a reader is not just saying the words, but moreover he/she is able to identify the main idea. Therefore, when he reads, he/she recognizes the words and attaches meaning to them.

The most detailed one, Snow (2002) define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They classify that comprehension entails three elements.

• The reader who is doing comprehension (considering with capacities, abilities, knowledge and experiences that a person brings to the act of reading).

• The text that is to be comprehended (including printer text or electronic text).

This reading comprehension process can be done successfully when reader also uses some specific behaviors or strategies that are able to enhance their comprehension. In line with this, Weaver (1994) confirms some factors involved in reading;

Reading comprehension is a process that involves orchestration of the reader's prior knowledge about the world and about language. It involves such interrelated strategies as predicting, questionings, summarizing, determining meaning of vocabulary in context. Monitoring one's own comprehension and reflecting. The process also involves such, effective factor as motivation, ownership, purpose, and self-esteem. It takes place in and is governed by a specific context, and it is dependent on social interaction. It is integration of all these processes that accounts for comprehension. They are holistic processes for constructing meaning.

Furthermore, in order to make it easier for students to comprehend the text, students need to know components contained in reading texts. King and Stanly (1988) states that there are five components of reading comprehension may help students to read carefully:

1. Finding factual information

   Finding factual information is one component of reading comprehension. Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: reason, purpose, result, time, comparison, etc which of the answer can be found in the text.

2. Finding main ideas

   Recognition finding the main idea of a paragraph is very important because it helps you not only understand the graph develops. And efficient reader understands not only the ideas but also the relative significance as expressed by the writer. Paragraph is a group of sentences develops a particular topic. Identifying topic

generally help the reader understands the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually indicates the authors' reason or purpose for writing and the message her or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

3. Finding the meaning of certain word

It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it nearly the same meaning as another word. In other word, the students are expected to be able to form and understand the meaning.

4. Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrases several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, she, he, this, etc.

5. Making inference

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two attentions, draw logical inferences and make accurate prediction.

In conclusion, Reading comprehension refers to reading with understanding. The end the goal of reading instruction is to enable students to read with understanding and apply comprehension strategies to different type of text for a variety of reading purposes. Without comprehension, there would be no purpose to reading words. It is what entices the readers to continue reading.

Teaching Reading

The Nature of Reading Strategy

Discussion on reading strategy is necessary in developing an understanding that any reading process must involve strategies, in some way or another, which readers use in the attempt of constructing meaning from text. According to Cohen (1998), the term 'strategies' has, in fact, been used to refer both to general approaches and to specific actions or techniques used to learn a second language. For example, a general approach strategy could be that of forming concepts and hypotheses about how the target language works. A more specific strategy could be that of improving reading comprehension in the new language. In addition, strategic reading is a prime characteristic of expert readers (cited in Paris, 2002). Being an expert reader means using the strategies for effective extraction of meaning and, therefore, text comprehension. This strategic reading can be seen as a basic aspect in the development of effective reading. Furthermore, strategy is a specific technique used by students and teachers to solve the problems in order to achieve the objectives to control and manipulate certain information (Brown, 1994).

Tankersley (2003) defines strategies as what teachers provide to the learner to help him organize and make meaning as he is reading. Then, Garner, Macready and

Wagoner in Anderson (1999) say that strategy is a sequence of activities, not a single event and learners may have acquired some of the sequence, but not all.

According to Koda (2005), reading strategy is important for students because processing skills alone do not make readers proficient. Strategic reading demonstrated by effective reader might be specifically individual. But such an important way of navigating through a text in coming to a comprehension is worthwhile to be learned, and since some of them can be taught, learning from the strategic readers undoubtedly has some educational implications.

In conclusion, reading comprehension strategy is the readers' effort or way to elicit the information of selection text in reading. It can help students read and understand the text more quickly and effectively.

The Nature of Scanning Strategy

In this research, reading comprehension is not only to gather ideas from the texts, but also to know students' proficiency in mastering their English. The aim of reading itself is to access the mastery of the student in comprehending the text, such as finding the main idea in every paragraph, finding the specific information, summarizing, and concluding a text. However, in certain school, it is found that most of the students consider understanding a text and grasping meaning from a reading text are not easy and wasting time (Medina, 2009).

One of the types of reading strategy always used by the learners who learn English is scanning. Scanning is the process of quickly searching for particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text (Brown, 2001)

In line with Brown, Anderson et al. (1969) propose scanning strategy is used when we want to collect main idea from a text quickly and efficiently. By using this strategy, the efficiency occurs. The aims of the strategy are to get the work done and do it with minimum wastage of resources. In other words, by scanning strategy, students can answer the questions in the shortest period of time.

Scanning strategy can also be defined as a technique to locate specific items of information. As Lunzer and Gardner (cited in Davies, 1995) believe that scanning strategy is a kind of skimming to see if a particular point is present in the text or to locate it.

There is also found the aim of using scanning strategy in reading comprehension as Davies (1995) states that the aim of scanning activities is not to teach student how to scan but to direct their attention to items they will need to attend to, particularly for study purposes.

Anderson et al. (1969) explain the use of scanning strategy. They state that scanning strategy is used to judge material after a rapid inspection, to obtain the over-all structure of an article, to determine a line of argument, and determine a point of view.

Some researchers found the use of scanning strategy in reading comprehension. The only need is to find the specific information needed.

➢ Brown (2001) identified some advantages of using scanning strategy. They are:
   1. This strategy can identify the specific information in the reading text
   2. This strategy can help the students decide which section of a text to start studying

3. This strategy can make students answer the questions in the shortest period of time
4. This strategy can be categorized as a technique of designing interactive reading because it can motivate the students to find the information without read the whole text.

The Procedure of Applying Scanning Strategy

According to Fry, Edward B., Ph.D. (1999), the steps of applying scanning strategy were drawn as follows;

1. Teacher Presentation
   To begin the lesson, teacher described and explained about narrative text. Then the teacher proposed a certain strategy in reading which is scanning, as one of the solution to overcome and improve their reading abilities. The teacher explained the theories, usages and implementation of scanning skills.
2. Individual Work
   After receiving the worksheet and the explanation of scanning skills, the students then read the text and practices using the technique by answering several questions based on the text given. In general the practices consist of finding specific information in a limited amount of time. The practices were also performed continuously and in sequenced in pre, whilst, and post reading activities.
3. Keep in mind
   Students should keep in their mind at all times what they are searching for. If they hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words. Anticipate in what form the information is likely to appear –numbers, proper nouns, etc.
4. Analyze the organization of the content before starting to scan.
   If the text is familiar or fairly brief, students may be able to scan the entire text in a single search. It is very necessary to determine which part of the text to scan, that's why students should remember about the generic structure of the text that will ease them to scan. Students should let their eyes run rapidly over several lines of the text at a time.
5. Read the entire sentence
   When the students find the sentence that has the information they seek, read the entire sentence. It is useful to read the entire sentence carefully so students will get the right information. Then students can easily answer the questions based on the based in a certain amount of time.
6. Giving evaluation
   Teacher gives evaluation and then discusses together with the students about the questions students answered.
7. Conclusion

RESEARCH METHODOLOGY

This research was conducted at SMP Negeri 4 Minas from February to March 2015. The population of the research is the second year students of SMP Negeri 4 Minas with total sampling 21 students. Two methods of collecting data were used in this action research. There were quantitative and qualitative data. The research instruments of the research are: reading comprehension test as the quantitative data, observation sheets and field notes as the qualitative one. The test consists of pre-test and post test. The data of this research was collected by using multiple choices questions based on the narrative texts. There are two cycles in this test. Every cycle has 40 test items from 6 texts (6 or 7 items in each text). The 40 questions are based on the generic structure of narrative text and 5 components of reading comprehension (finding factual information, finding main ideas, finding the meaning of certain word, identifying references, and making inference.

Observation was organized by a collaborator that is the English teacher of SMP Negeri 4 Minas. The collaborator helps the writer to observe the students by giving checklist into the teacher's observation sheet and students' observation sheets at the same time. Since it is impossible to remember all activities in the classroom, the writer needs a collaborator to write some important events happened during teaching and learning process in a field notes. Collaborator writes the specific things happen in the classroom.

The writer gave treatment as a way to improve the students ability to comprehend narrative text. The writer believed that the application of scanning strategy was an effective way to solve the students' problems in comprehending narrative text. In addition, the writer prepared the lesson plans for two cycles, teaching materials and media, observation sheets and field notes to note specifics things, weakness, strengths or suggestions related to teaching and learning process as well.

FINDING AND DISCUSSION

The Description of the Data in Pre Test

In applying scanning strategy, the writer used two cycles based on the procedure of action classroom research: plan, action, observation, and reflection on each cycle. The writer started the activity by giving pretest to the students. It is aimed to know the general reading comprehension ability of the students before scanning strategy applied. Then, the writer conducted the teaching of reading by applying scanning strategy and gave post – test after finishing the each cycle. Each cycle on this research took three meetings. The description and analysis of the data presented on the following points.

The pre-test score and the students' ability level

Range	Ability Level	Frequency	Percentage
80 - 100	Good to Excellent	3	14.28%
60 – 79	Average to Good	5	23.82%
50 – 59	Poor to Average	10	47.62%
0 – 40	Poor	3	14.28%
Total		21	100%

Based on the table above, it can be seen that from 21 students there were only 3

students or 14.28% were able to reach the Good to Excellent level. Then, almost same with the level before, Average to Good level was only reached by 23,82% students. Mostly, the students are in Poor to Average level, which was 47.62%. The same amount of students in Good to Average level showed the students in Poor level, which were 3 students or 14.28%. In conclusion, the students' ability in comprehending narrative text was not satisfied enough before applying scanning strategy in their reading activity.

In conclusion, the base score of the students in SMP N 4 Minas shown that most of the students in the class have low ability in comprehending narrative text and the average score of the students in pretest was only 59,40.

The Description of the Data in Post Test I

After the students had been taught applying scanning strategy, the writer gave summative test for the students to find out the students' achievement in comprehending narrative text. The test items used at the end of cycle 1 was the same with the previous test. Then the writer computed the students' answer in order to know their achievement after being taught applying scanning strategy. The table below showed the level of students' ability in comprehending narrative text at the Cycle 1.

The post-test I score and the students' ability level

Range	Ability Level	Frequency	Percentage
80 - 100	Good to Excellent	4	19.05%
60 – 79	Average to Good	16	76.19%
50 – 59	Poor to Average	1	4.76%
0 – 40	Poor	0	0%
	Total	21	100%

At the first cycle, the students who got the Good to Excellent level were only 4 students or 19.05%. Differently, most of the students or about 76,19% got Average to Good level. Then, there was only 1 student or 4.76% who reached Poor to Average level. And no one got Poor level. The result of this cycle is not good enough yet. The average score of the students at the end of the first cycle is 70.23.

The Description of the Data in Post Test II

In the implementation of scanning strategy on cycle 2, the writer found significant improvement in the students' reading comprehension ability. The writer computed the students' score at the second cycle and classified the students' score into several levels.

The post-test II score and the students' ability level

Range	Ability Level	Frequency	Percentage
80 – 100	Good to Excellent	10	47.62%
60 – 79	Average to Good	11	52.38%
50 – 59	Poor to Average	0	0%
0 – 40	Poor	0	0%
	Total	21	100%

The level of the students' ability in this cycle was far better than in the cycle 1. On the other words, there was an improvement achieved by the students. It was proved by the amount of students who could reach the Good to Excellent level, there were 10 students or 47.62% in this level. The rest of the students, which is 11 students or 52.38%, were in the Average to Good level. It means that there were no students in Poor to Average and Poor level in this cycle. This fact shows that the writer was success to improve the students' reading ability at the second year students of SMP N 4 Minas in comprehending narrative text by using scanning strategy. The average score of the students at the end of this cycle (post – test) was 80.

The Success of the Research

According to action research, the success of the research is based on the mean score of the students from pre-test and post-test. As mentioned in the chapter III, if the mean score of the post-test is more than the Minimum Mastery Criteria (MMC) of the English subject at SMP Negeri 4 Minas means successful. Based on the research result, the post-test one score is higher than the pre-test, 70.23>59.40. But the result is still lower than the MMC, which is 78, so the writer continued for the post-test two and it is higher than the MMC, it is 80. It clearly shows that there is a significant improvement on the students' ability after the implementation of scanning strategy. To emphasize, the method employed by the researcher is successful.

The Comparison between Pre-test and Post-test

In this study, the writer found that there was an improvement in students' reading ability in comprehending narrative texts by using scanning strategy. It could be seen from the students' ability level in comprehending narrative texts from the pre – test to post – test. Here is the chart of students' level in comprehending narrative texts.

Students' Level in Comprehending Narrative Texts

No	Test	Ability Level			
		Poor	Poor to Average	Average to Good	Good to Excellent
1	Pre – test	14.28%	47.62%	23.82%	14.28%
2	Post – test II	0%	0%	52.38%	47.62%

Based on the table above, we can see that the percentage of Poor level in pre – test was 14.28% and increased become 0% in post – test. The percentage of Poor to Average level was also improved, it was 47.62% in pre – test and became 0% in post – test. Then, the percentage of Average to Good level was creased from 23.82% became 52.38%. The last was Good to Excellent level; it was increased from 14.28% in pre – test to 47.62% in post – test. It means that Good to Excellent level was increased significantly.

The Comparison Mean Score of Pre- Test and Post – Test

Pre – Test Average Score	Post – Test Average Score
59.40	80

The different mean both of the scores was 20.60. Based on the fact above, the writer decided to stop the research in cycle 2 because it showed the satisfied result. Then, it can be concluded that the using of scanning strategy could improve the students' ability in comprehending narrative text of the second year students of SMP N 4 Minas.

In conducting research of applying scanning strategy to improve reading ability in comprehending narrative texts, the writer found some improvement of the students' activities from the first cycle to the second cycle. It could be seen from the number of the students who followed each activity of applying scanning strategy in every meeting. The table below shows the students' participation in every activity during the teaching and learning process.

The Improvement of the Students' Activities from the Cycle One to the Cycle Two

No	Students' Activities	Cycle 1						Cycle 2					
		1st Meeting		2nd Meeting		3rd Meeting		1st Meeting		2nd Meeting		3rd Meeting	
		f	%	f	%	F	%	f	%	F	%	f	%
1	Students give their attention to the teacher's explanation	14	66.67	16	76.19	17	80.95	19	90.48	20	95.24	20	95.24
2	Students use worksheet	21	100	21	100	21	100	21	100	21	100	21	100
3	Students read the questions aloud together	14	66.67	14	66.67	15	71.43	18	85.71	18	85.71	19	90.48
4	Students locate the keywords related to the questions	14	66.67	16	76.19	16	76.19	18	85.71	19	90.48	20	95.24
5	Students check the worksheets	21	100	21	100	21	100	21	100	21	100	21	100
6	Students give feedback to the teacher's conclusion	18	85.71	18	85.71	19	90.48	19	90.48	19	90.48	20	95.24

Conclusion and Suggestions

Based on the research carried out in second grade of SMP Negeri 4 Minas, it can be concluded that scanning strategy can improve the students' reading comprehension of narrative text. It can be seen from students' score and students' participation in class.

Related to the test result, there were some progressions of the students' score from pretest to posttest of the two cycles. The average score of pre – test was 59.40 (Poor to Average level). It means that the result was below the minimum mastery criteria (MMC) which is 78. Then, the average score of the students at the end of the first cycle is 70.23 which was still below the minimum mastery criteria (MMC). And the students' score up to 80 (Good to Excellent level) in the post –test which was already higher than the minimum mastery criteria (MMC). From the observation result, there is an increasing number of students' participation in every single activity. We can see that there is the increasing average number of 10,92% students' participation in cycle two from the first cycle which was only 84,32%.

Furthermore, dealing with the factors that affected the improvements in applying strategy, the factors came from the students and also the teacher. The first factor is the interest of the students to the strategy. Most of the students found the strategy is interesting after few meetings and following the right steps in applying the scanning strategy in comprehending the narrative text. It made the students became more active in class because they were motivated by answering the questions as fast as they could. The next factor came from the teacher. Teacher was more relax in explaining the materials during the teaching and learning process. Also, the teacher got much easier in controlling the class because the students started getting more focus and most of them answered the questions by themselves. Therefore, the condition of the class became much productive than in the first cycle because not much students made noisy so the other students could be more concentrate in the teaching and learning process.

Based on the result of the classroom action research, the writer would like to give some suggestions. For the teacher, scanning can be applied in English teaching learning process as one of the strategy in teaching learning, particularly the attempt to improve the students' vocabulary development related to students' reading comprehension of narrative text. The teacher should enlarge their knowledge to find out many kinds of strategy which is appropriate for teaching English lesson. They must prepare the lesson material well, they use interesting media and apply more variation of strategy in teaching. In short, the teachers should be able a facilitator in creating and building an effective reading class.

For the students, the students should be more attentive with the strategy given by the teacher. If the students are not comfort and bored with the way of their teacher strategy, they should ask their teacher to change or give them different strategy which more acceptable and easily for the students to grasp the lesson.

For future researcher, they can use this final project as a literature to guide them when they want to do the similar research. This research will help the researcher or further research to find out the new strategy which is supported and combined with scanning strategy through reading a text. Although this study has been done, it still has some weaknesses and I hope there will be an improvement for the next study.

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