

THE EFFECT OF SCANNING TECHNIQUE ON THE STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA TUNAS BANGSA IN ACADEMIC YEAR 2018/2019

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ABSTRACT

This study applied principle of quantitative with quasi experimental design. The result of this study showed that scanning technique can give an effect towards students' reading comprehension. It can be seen from the value of pre-test and post-test. In control class, students' reading comprehension score for pre-test is 27,11 and for experiment class pre-test is 35,05. Meanwhile the post-test score for control class is 35,56 and experiment class is 51,10. the mean result of post-test for Experiment class is higher than control class. So it can concluded that scanning technique can give an effect toward students' Reading Comprehension. Moreover this technique can be implemented for the teachers in teaching reading and other skill in English. The teachers should be creative in developing material and task for students in order to improve students' skill in English

Keywords: quasi experiment, scanning technique, reading comprehension

INTRODUCTION

Language has an important role because language is a tool to communicate with thoughts and feelings to others and also serves to understand the thoughts and feelings of others, so schools provide language education to learners in order to communicate well. According to Grellet (1981) also discuss four main ways that one can read a given text. Reading is one of the skills, which

must be learned and considered the most important because it can affect the ability of other languages (listening, speaking, and writing). Reading is one of the four language skills needed for the lesson to read one of the activities that can't be released in our lives to seek information or knowledge from textbooks, articles, or magazines in English thus, students must have good reading ability

to assist them in academic learning. Understanding text is one of the problems facing students. Reading, they can't focus on what they read during reading activities and still have trouble getting ideas from the text. Answering a reading comprehension exam will take time if they use inappropriate techniques. Any detail information needs to answer the reading question. Students usually read the passage for word. The word also makes them quickly forget what they read.

In getting the entire components of information and acquiring the meaning in a written message. Based on my observation in the school. The students have some problem in reading process such as : the students uninteresting in reading process, difficult to find main idea of the text, and not understand about the content of the text, students need more motivation to read, the ability of students to understand the mean of text is very low. From the preliminary observation and some interviews with the English teacher in SMA Tunas Bangsa, the researcher found a problem in the English teaching and learning process. The students found that understanding an English text was the most difficult subject for them. When they were given a text to read, they still got difficulties in getting meanings of difficult words so that they had to use their

dictionaries when they found words they did not know the meaning. When the teacher asked the students to answer some questions based on the text orally, most of the students could not give the correct answers. The condition indicated that the students have low proficiency in understanding a text.

Moreover, the writer conducted the interview to the English Teachers at SMA Tunas Bangsa in academic year 2018/2019 by asking to the English teacher about what the problem faced by the students. The students were lack of vocabulary, the students were doubt to summarize. Then, they were still not able to communicate the content of the text to others. So, there several students found difficult to understand the reading comprehension, it can be seen on the chart above. From the chart above we saw from two classes in the first class XI IPS 1 score of the daily test should be the solution to overcome those problems, for solving the problems, the writer used scanning technique to develop students' reading comprehension in narrative text.

Based on the statements above, it can be concluded that reading comprehension is very essential for students. Unfortunately, the students' reading comprehension is not as expected. The minimal mastery level criterion (KKM) for English subject was 70 (seventy). However, most of eleventh grade

students at SMA Tunas Bangsa were still difficult to achieve those targets.

It showed that 14 students got The Low Minimum Mastery criteria score (50-60), and only 7 students got The upper Minimum Mastery Criteria Score (70-75), in the daily test. In the other class the chart showed that the score did not much different but slightly better. In class XI IPS 2, There were 5 students who got the Low Minimum Mastery Criteria Score (50-60), and 13 students got The Upper Minimum Mastery Criteria Score (70-75).

From the data above that found some indicators dealing with the low of the student comprehension on reading. The problems are: the students got the difficulties to answer the question on finding main idea, difficult to build and develop their ideas, unfamiliar vocabulary, confused in determining the generic structure of the

Definition of Reading

Reading means the result of interaction between the author's mind and the mind of the reader. That's how readers try to get the message or meaning in question from the author. In this process, the reader tries to create the meaning intended by the author, the reader can get the message, and the author's meaning. Reading as the process of making meaning from

written texts. It needs the harmony of a lot of related sources of information. Defined

Definition of Reading Comprehension

According to Sabouri (2016), that comprehension is the process of eliciting and making meaning through interaction and involvement with written language. This process is a task of both reader and text factors that happen within a larger social context. That comprehension is a process, in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, text and unconfident with their ability to answer the text.

Based on the problem, the writer interested to investigate about The Effect of Scanning technique on the students reading comprehension on narrative text at the eleventh grade SMA Tunas Bangsa In Academic year 2018/2019. expansion and arrangement of a lot of lower- and higher-level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of reader.

RESEARCH METHODOLOGY

The research applied principles of quantitative method and the writer used

quasi experimental research, as Suharsini, A (2013) states pre-experimental is often seen as experiment that no actual or feigned experiment. It is call such because this kind of experiment does not meet the requirements as a way of experiment that can be said scientific to follow certain rules.

This study aim was to investigate the effect of Scanning technique in students' reading comprehension. This research conducted using quasi experimental research that uses 2 classes which consists of one control class and one experimental class. Experimental class as a class have gotten the treatment by using scanning technique and the control class have gotten conventional instruction. This research focused on using scanning technique as a treatment in experimental class, then the writer compare the result with a control class by using conventional instruction treatment in the end of the research.

The design of this research is quasi experimental. In this research, all groups have given the pre-test to measure the students reading comprehension before treatment, and post-test have given to measure that the experiment class better than control class after the treatment.

The researcher used test as instrument to collect data. The test used to find out the students' reading comprehension in

narrative text. The data of this research were the score of the students' reading comprehension obtained by using reading test. The test have done for twice, the first pre-test have given before treatment and the second is post-test have given after treatment, intended to obtain students' reading comprehension at the eleventh year of SMA Tunas Bangsa.

Population and Sample Population

Sugiyono (2009), States population is the whole subject of research. The target population in this research is all of the second grade students of SMA Tunas Bangsa in the Academic year 2018/2019, which consist of 3 classes with the number of students are 61.

Sample

Arikunto (2013) states, "Sample is a part or representative population studied". Another statement comes from Sugiyono (2017), "Sample is partof the number and characteristics possessed by the population".In this research, According to Sugiyono (2017), " purposive sampling is a sampling technique with certain consideration". The sample will be conducted by taking scanning technique.

Descriptions of the Data

In this chapter, the researcher presented the results of test from control

class and experiment class. Pre-test and post-test are given in learning process. While in the experiment class used scanning technique, in control class used conventional instruction. The research was conducted at SMA Tunas Bangsa, which was located at Jl. Prancis Km. 12 Kosambi Timur Kec. Kosambi Kab. Tangerang. The researcher chose XI IPS 2 as control class, and XI IPS-1 as experiment class.

The Testing of Normality

The researcher wanted to know whether there was different score between the students before and after taught materials by scanning technique in experiment class. The researcher administered post-test to the subject not based on strata or random, but based on spesific purpose. The writer took two classes from the population of the eleventh grade students in academic year 2018/2019. The number of sample students is 39, it's from XI IPS 1 consists of 21 students as experiment class and XI IPS 2 is 18 students as control class.

The data for this research was the score obtained from student test results. After giving pre-test and post-test in Experimental Class and Control Class, the researcher analyzed the result to get the students' score. The result of the test was called data and it would be processed by

using statistical in analyzing the data, the researcher used the gained score of the students. It was obtained from looking for the difference between the pre-test and post-test score of the class know the students' reading comprehension in control class. The result of the post-test showed that the students' reading have not reach the Minimum Mastery Criteria (KKM) of English language at eleventh grade of SMA Tunas Bangsa. Dscriptive statistic of pre-test and post test can be seen in the table:

Table 4.1
Test of Normality

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	nilai	Statistic	df	Sig.	Statistic	df	Sig.
Score	experiment class	,157	21	,189	,927	21	,120

The table above showed that the significant value of Expeimental class was 0,120 while the significant value of Control class was 0,73. Based on testing criteria, if the significant score is more than 0,05 it means that H_a is accepted and if the significant score less than 0,05 it means that H_o is accepted. Data of exerimental class have significant score more than 0,05, which means that H_a is accepted. And for the data of control class also have significant score more than 0,05, which means that H_a is

accepted it can be concluded that the data of both classes have normally distributed.

Test of data Homogeneity

To search test of data homogeneity, the calculating with formula F variant test is divided with lithe variance. Huge variants are obtained Experiment class of 21 a minor variant that control class is 18. The result of significant score is 0,155. Based on testing criteria if significant $F_{score} < 0,05$ then the variant data is not the same group, and if significant $F_{score} > 0,05$ then data is the same variant group. Result of the data showed a significant score $0,155 > 0,05$, which can be concluded that variant of two sets of data, namely the experimental class and control class is the same. Then, it has met the basic assumption of homogeneity.

Testing of the Research Hypotheses

The writer used t-test formula to find out the effect of scanning technique on students' reading comprehension. The result showed that $t=4,382$. The value of $t_{count} > t_{table}$ ($4,382 > 1,685$). It can be concluded that H_0 is rejected and there was significant different from the experimental class which was taught by scanning technique.

DISCUSSION

Based on the preliminary observation that have been conducted at SMA Tunas Bangsa in academic year 2017/2018 by giving a question to the teachers of English on what the problems' faced by students and the students' values in reading problem. Thus, the researcher conducted a study entitled "The Effect of Scanning Technique on The Students' Reading Comprehension Narrative Text at The Eleventh Grade SMA Tunas Bangsa in Academic Year 2017/2018".

The researcher divided the research into pre-test and post- test. Those were intended to figure out there is effectiveness between picture series media and video in teaching reading comprehension. Based on data of student learning outcomes, the score from student is prove not better. It can be seen from the increase in student learning outcomes in the post-test compared to the pre-test.

After the writer got the results of the pre-test in the experimental and control class with the mean results of 21 and 18. After the authors using scanning technique treatment in Experimental Class and without technique in the Control class, the authors give a post-test to the two classes. The mean of post-test in Experimental class was 51.10 with a minimum score is 30 and in the control class is 35.56 with a minimum score

is 17. The average score of the post-test significantly showed an increase in students' writing skill after the implementation of picture series and video treatment. That is far compared to the average score obtained by students before the technique is implemented. Thus, judging from the data of student learning outcomes it can be concluded that scanning technique treatment and there is a significant difference.

The writer wants to know the subject's response to the approach used, knowing the activeness of students in groups and knowing how well the researcher on teaching in class. By doing that, the researcher will know the subject's feelings whether they agree or not on the implementation of learning with media technique, active or not their students and whether or not the researcher is teaching in class. Therefore, for this reason the teacher must increase his activity at this point because it is still considered unsatisfactory. Thus, most indicators are categorized enough but must be improved.

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CONCLUSION

Based on the formulation of the problem, objective of the research, the conclusion of the hypothesis testing and the analysis result, that conclusion the students reading comprehension was significant by Scanning technique. The collected data were analyzed by using IBM statistical SPSS version 24. The result of data analysis showed an increase of the average score of experiment class from 20,47 to 30.70, and the average score of control class from 13,47 to 17,57. It prove that each class has increased, but which increased higher was experiment class. It means that there are significant effect in the experiment class by using Scanning Technique, than the control class that using another technique in learning process. It means that there is a significant effect of Scanning technique on the students reading comprehension on narrative text at the eleventh grade of SMA Tunas Bangsa in academic year 2018/2019.

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