

SCANNING TECHNIQUE IN DEVELOPING STUDENTS READING COMPREHENSION

Nur Sehang Thamrin

Abstract: One of the objectives of teaching English for university students is the students are expected to understand the reading text. However, it is very difficult for the students to catch the message from the reading text as they have limited words and reading strategies. This research was intended to solve the students' problem relating to the reading comprehension. The aim of this research is to prove whether the implementation of scanning technique is effective to develop students' reading comprehension. Pre-experimental research design is implemented as the researcher only used one class experimental. In choosing the sample of the research, purposive sampling technique is applied. In collecting the data the researcher administered test; pre-test and post-test. Pre-test is used to find out the students' real competence in doing the reading test, while post-test is used to determine the effect of scanning technique in developing the students' reading comprehension. After analysing the data statistically, the result shows that there is a significant improvement toward the students' competence in reading comprehension. The score of the students' test increases from 4.48 of pre-test to 9.1 of post test. It means that the implementation of scanning technique contributes significantly toward the students' reading comprehension.

Keywords: scanning, technique, comprehension

In the era of globalization where no more boundaries among countries in making relation, English as an International language becomes a need for almost every one to be able to use it. This situation encourages them to learn English both in formal and informal situation. Some non English countries consider English as a second language. However, it is a foreign language in Indonesia as it is only learned at schools. It is taught as a compulsory subject for secondary high schools students and university students. It is even as the local subject unit at Elementary School.

Basically, one of the objectives of English teaching and learning in secondary high school is to make the students get four basic language skills such as listening, speaking, reading and writing. This is related to what is stated in kurikulum Tingkat Satuan Pendidikan (KTSP) (2006: 11) that:

Dalam belajar bahasa orang mengenal keterampilan reseptif dan keterampilan produktif. Keterampilan reseptif meliputi keterampilan menyimak (listening) dan keterampilan Membaca (reading), sedangkan Keterampilan Produktif meliputi keterampilan

berbicara (speaking) dan keterampilan menulis (writing). Baik keterampilan reseptif maupun keterampilan produktif perlu dikembangkan dalam proses pembelajaran Bahasa Inggris.

Based on the statement above, reading and listening are considered as receptive skills, while speaking and writing are considered as productive skills. In particular reading as receptive skill is different from speaking and writing as productive skill. Reading is very important skill for all students of English because it is a skill that everyone needs in studying or bearing the language. There are a lot of teaching activities can be carried out through using reading passage. English teacher can teach students structure, vocabulary, pronunciation, writing, speaking, and listening, besides reading itself.

Furthermore, one of the teaching objectives in teaching English for university students is the students are expected to have deep comprehension of the written text. We automatically also need full concentration but unfortunately, to comprehend the English text for university students, especially the students

of non English Program is not an easy matter. The students find it difficult to find general and/or specific information from the reading text as they have limited words and reading skills. As the lecturer who always teaches English as a Basic Subject (Mata Kuliah Umum) at different faculty, this condition is always happened every semester.

As a sequence, she is necessary to explain the unfamiliar words before presenting the material in order that the students can get an idea about the passage and also apply the effective strategy for them in order the students do not spend much time to comprehend an English text.

To improve the students' ability in dealing with a passage as well as understand it, the students need to be taught how to get the message from the passage or to comprehend the passage through one of the methods that the researcher applied was scanning technique. Scanning technique is a high speed reading technique. The readers are not necessary to understand every single word. Harmer (2005: 69) states that this technique means that the readers do not have to read every word and line: through scanning, the students are also trained to move their eyes rapidly in finding out the specific items of information that they want to discover. The procedure of scanning suggest by Olson (1972: 87) should be:

1. Keep in mind only the particular information to be found out.
2. Make a choice, which clues would support the finding of the required information.
3. Have a rush view and sweeps down the page quickly to find out the clues. If the clues are found out, read that section to get the information needed.

What they need to understand is how to use Wh- question or informative questions in finding the information related to the topic and the key words of the questions. The informative questions refer to the questions that can give some information about the text. The informative questions are usually started with the question words *what, where, when, who, why, whose, which, how etc.* The researcher chose this method because, the students were lead to get the message from the passage and by using wh-question technique the students were accustomed to read the passage even to comprehend it.

RESEACH METHOD

In designing this research, the researcher applied pre experimental research design which requires only one group as the experimental group. The subject of the research was the students of the Sociology Department, Faculty of Social and Political Science in one of universities in Palu. In choosing the sample of the research, the researcher applied purposive sampling technique as the researcher considered that that class had the lowest English competence in terms of understanding the reading passage. She applied scanning technique for six meetings. In collecting the data about the students' reading comprehension, the researchers used test which consisted of multiple choice and essay test. The test was used as the pre test and post test. The researcher analyzed the data by using statistical analysis

DATA PRESENTATION AND DISCUSSION

Before conducting the experimental teaching, the researcher administered the pre-test to measure the exact reading competence of the students. It is also as the basic to prove whether the technique proposed is effective in developing the students' reading competence. The researcher gave the students the reading passage contains the informative questions or wh- question (what, where, when, why, who, how) that consisted of 20 questions. The tests consisted of ten questions of essay and ten questions of multiple choices. The score for each item of essay was 3 and the score for each item of multiple choices is 1. Therefore, the total scores were 40.

In giving the score, the researcher considered several criteria for the essay test. In order to make clear for each scoring system of essay test, the researcher provided the following explanations. The researcher gave **3** score if the students really understand the questions and they could explain/ answer clearly the idea of the passage. The students got **2** if they understand the questions and they did not answer completely. The students got **1** if they did not understand the questions at all. Finally, the students got **0** if they did not answer the questions.

The result of the pre-test can be seen in the following tables:

Table 1; The Students' Score in Pre-test

No	Initial Name	Gained Score	Maximum Score	Standard Score
1.	S1	20	40	5
2.	S2	20	40	5
3.	S3	17	40	4.2
4.	S4	20	40	5
5.	S5	23	40	5.7
6.	S6	20	40	5
7.	S7	20	40	5
8.	S8	17	40	4.2
9.	S9	19	40	4.8
10.	S10	17	40	4.2
11.	S11	21	40	5.2
12.	S12	18	40	4.5
13.	S13	17	40	4.2
14.	S14	15	40	3.8
15.	S15	18	40	4.5
16.	S16	19	40	4.8
17.	S17	15	40	3.8
18.	S18	16	40	4
19.	S19	16	40	4
20.	S20	15	40	3.8
21.	S21	16	40	4
22.	S22	16	40	4
23.	S23	17	40	4.2
24.	S24	19	40	4.8
Total Grade				107.7

$$M = \frac{\sum x}{N} = M = \frac{107.7}{24} = 4.48$$

It can be seen from the result that the students had low competence in doing the reading test. The mean score of the students' competence is only 4.48. If it is conversed to the range of scoring used in the university (A= 86-100, B = 71-85, C = 56 -70, D = 40 – 55, and E = 0 -39, panduan akademik;2011), the average mark of the students' score is "E". It means the teaching objective is not reached.

Furthermore, the researcher observed the students in doing the test. She noticed that most of the students found it hard to finish the test as they found a lot of difficult words. The condition of the students became worst as they did not have any strategies in doing the reading test.

To solve the students' problem in finding the specific and general information or

understanding the reading passage, the researcher applied scanning technique for six meetings. Scanning technique requires students' understanding in using Wh-questions, so that at the beginning of the treatment she introduced the use of Wh-questions to students. To make the students understand the content of reading, the students must know the meaning and the use of wh - questions properly. In addition, they should also know what kind of answer that the questions need as Nuttal (1982: 128) states, "For a question to be worth asking, it should contribute to this kind of awareness. We will look more closely at three aspects of question to see how they relate to the purpose just outlined: the form of questions, the manner of presentation, and the type of questions." Finally, wh - questions is taught to the students in order to assist them to get clear information from the text.

At the rest of the treatment, she just trained the students how to find the information from the reading passage as fast as possible. In developing the material used during the treatment, she selected the material which is based on the students' study background. Of course, in doing the treatment, she also discussed other parts of English knowledge, such as language structure and vocabulary to support students in understanding reading text. It is important in assisting students to find the key words of the questions as one of the steps in scanning technique. This procedure urges readers to pay attention on important items that are emphasized by the writer in his reading text. Because they will help readers to get the idea in the reading text easier

The researcher also took field note while the teaching learning process was conducted to know the students' interest in learning English by using scanning technique. During the teaching learning process, students were active in responding the teacher's questions and none of the students did not involve actively in doing the reading exercise. They looked very enthusiastic in discussing the exercises. They even competed each other to write the answers on the whiteboard.

After conducting treatment for six meeting, the students were doing the post test. The result of the post test is presented as follows:

Table 2; The Students' Post Test Score

No	Initial Name	Gained Score	Maximum Score	Standard Score
1.	S1	39	40	9.7
2.	S2	38	40	9.5
3.	S3	36	40	9
4.	S4	30	40	7.5
5.	S5	39	40	9.7
6.	S6	38	40	9.5
7.	S7	37	40	9.2
8.	S8	38	40	9.5
9.	S9	40	40	10
10.	S10	39	40	9.7
11.	S11	31	40	7.7
12.	S12	39	40	9.7
13.	S13	37	40	9.2
14.	S14	32	40	8
15.	S15	39	40	9.7
16.	S16	39	40	9.7
17.	S17	28	40	7
18.	S18	36	40	9
19.	S19	39	40	9.7
20.	S20	39	40	9.7
21.	S21	38	40	9.5
22.	S22	37	40	9.5
23.	S23	39	40	7.5
24.	S24	39	40	9.2
Total Grade				218.4

$$M = \frac{\sum x}{N} = M = \frac{218.4}{24} = 9.1$$

The result shows that the mean score of the students' post test is 9.1. It means the implementation of scanning technique contributes significantly to the development of the students' reading comprehension. The

students' mean score increases from 4.48 to 9.1. if it is converted to the standard used in the university, the average students get "A".

CONCLUSION

After having the result of pre test and post test test, the implementation of scanning technique is determined as an effective technique in developing students' reading

comprehension. It is proved from the analysis of both score (pre-test and post-test) which increases from 4.48 to 9.1. It is also supported by the condition of the classroom atmosphere where the students looked very enthusiastic and motivated during the teaching learning activities conducted. Most of the students involved actively in giving respond to teacher and doing the exercise.

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