

THE IMPLEMENTATION OF SCANNING TECHNIQUE IN IMPROVING READING COMPREHENSION AND MOTIVATION OF GRADE VIII STUDENTS AT MTs MUHAMMADIYAH NUNU

Hijrah Syam¹, Konder Manurung and Abd. Kamaruddin²

hijrah.syam@yahoo.com

¹ Mahasiswa Program Studi Magister Pendidikan Bahasa Inggris Pascasarjana Universitas Tadulako

² Dosen Program Studi Magister Pendidikan Bahasa Inggris Pascasarjana Universitas Tadulako

Abstrak

Tujuan penelitian ini adalah untuk mengukur pengaruh implementasi teknik pindai dalam mengembangkan pemahaman bacaan dan motivasi siswa MTs Muhammadiyah Nunu kelas VIII. Sampel penelitian kuasi eksperimen ini terdiri dari siswa MTS Muhammadiyah Nunu diantaranya 18 siswa kelas VIIIA sebagai kelas eksperimen dan 16 siswa kelas VIIIB sebagai kelas kontrol. Sampel tersebut dipilih secara purposif. Instrumen yang digunakan untuk mengumpulkan data adalah tes bacaan dalam bentuk esai untuk mengukur pemahaman siswa dalam membaca dan pernyataan kuesioner untuk mengukur motivasi siswa terhadap pengaplikasian teknik pindai. Data penelitian tersebut menggunakan rumus independent t-test dengan mengaplikasikan derajat kebebasan (df) = 32 (18+16-2) dengan taraf signifikansi 0.05. Hasil dari analisis data mengindikasikan bahwa nilai rata-rata untuk kelas eksperimen telah meningkat dari 60 di pretest sampai 79 di posttest. Hasil tersebut membuktikan bahwa adanya perbedaan signifikan pada pemahaman baca siswa setelah diaplikasikan perlakuan tersebut. Selanjutnya, perhitungan data dengan mengaplikasikan independent t-test menunjukkan bahwa nilai t_{hitung} 6.44 lebih besar dari t_{tabel} 2.037. Data tersebut menjelaskan bahwa implementasi teknik pindai mempunyai pengaruh pada pemahaman baca siswa. Hasil terakhir yang juga dianalisa adalah nilai rata-rata motivasi siswa yang diajarkan teknik pindai 73 lebih besar dari siswa yang tidak diajarkan teknik 68. Perhitungan data kuesioner juga mengindikasikan bahwa nilai t_{hitung} 2.33 lebih besar dari t_{tabel} 2.037. Hasil tersebut menunjukkan adanya perbedaan signifikan pada motivasi siswa yang diajarkan dengan teknik pindai dan siswa yang tidak diajarkan dengan teknik pindai. Kedua perhitungan tes dan kuesioner membuktikan bahwa H_a pada penelitian ini diterima dan H_o ditolak. Dengan kata lain, implementasi teknik pindai dapat meningkatkan pemahaman baca dan motivasi siswa.

Kata Kunci: Implementasi, Teknik Pindai, pemahaman Bacaan, dan Motivasi.

Reading is one of the language skills that must be paid attention more in teaching of Junior High School. The aim of teaching reading is that students are able to comprehend interpersonal and transactional written text namely recount, narrative, procedure, descriptive and report both in formal and informal situation in social life context (Lampiran Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006). By looking at this goal, students are expected to be able to comprehend all reading texts. So teachers should prepare or practice them how

to comprehend what they read and what technique should be used in comprehending reading texts. However, most of students still face some problems in comprehending texts.

Based on the fact that the writer found, by asking the teacher who teaches in MTs Muhammadiyah Nunu especially in grade eight, reading comprehension is one of problems that students get in studying English. It is difficult for the students to understand reading text during teaching and learning process. Therefore the results of the reading assignment were low. The students

did not give any response when the teacher asked the main idea of reading text. Thus, in some tests that he had given to the students in this class, most of them cannot answer the questions correctly.

The problems occur because the students have less strategy in reading. They tend to read all the paragraphs word by word and want to find out individual meaning of each word they read. One of way how to find the meaning is to use a dictionary or an electronic tool. This helps students to comprehend the text. This is always students done in class while reading a text. However this is not effective way for students since they need much time to get difficult words and to get an appropriate meaning in a dictionary or an electronic tool.

In teaching English especially reading skill, teachers should be able to teach more effectively and efficiently by selecting suitable techniques. The students need some kinds of practices that enable them to answer reading comprehension questions such as scanning or skimming technique. The techniques can be used to overcome the students' difficulties in reading.

Another challenge that occurs after selecting appropriate technique is how to motivate students to do reading in order they can develop their reading skill. Teachers have to motivate students' interest in reading passage or others written English efficiently. It is not an easy way since every student has different character and behavior. Students not only need to have an appropriate technique in reading but also they have to have motivation to read as a result they will success in reading. Students who are motivated in reading are different from those who are not motivated. Therefore, students will succeed in reading comprehension when they have both motivation and technique.

The writer formulates the research questions as follows:

1. Does the implementation of scanning technique have impact on reading

comprehension of grade VIII students at MTs Muhammadiyah Nunu?

2. Is there a significant difference of motivation of grade VIII students at MTs Muhammadiyah Nunu who are taught by scanning technique and those who are not taught by scanning technique?

The objectives of this research are as follows:

1. To find out whether or not the implementation of scanning technique has impact on reading comprehension of grade VIII students at MTs Muhammadiyah Nunu.
2. To find out whether or not there is a significant difference of motivation of grade VIII students at MTs Muhammadiyah Nunu who are taught by scanning technique and those who are not taught by scanning technique.

Literature Review

Reading

Reading is one of receptive skills besides listening. In reading, a reader receives and absorbs written information. Al-Jawi (2010: 3) states that receptive skills are the ways in which people extract the meaning from the discourse they see or hear. Receptive skill is a kind of processing information. Reading as receptive deals with how learners understand words and language of texts. He/she processes the information by connecting the written word with the meaning he/she knows.

Reading Comprehension

Reading comprehension is a major pillar in the activity of reading where a reader builds understanding of a text. It is an activity to build understanding of the meaning of a text that can then be translated by a reader through his/her own language. Gebhard (1981:197) said that reading includes discovering meaning in print and script, within a social context, through bottom-up

and top-down processing and the use of strategies and skills. Therefore, reading comprehension is an ability that must be owned by a person in obtaining information from written text.

Scanning Technique in Reading

Scanning is a technique in reading in which a reader reads a text quickly without reading whole to find out the specific information. In scanning, a reader has already known about what will he/she wants to find out. So, the reader will not search other words, focus only to the specific word of what he/she is looking for. Brown (2001) states that scanning is a process of searching for keywords or ideas in a written text. When readers do scanning, they intend to get the main points or ideas from the text that they read. They read carefully in order to obtain specific information on particular passage. Thus, to get particular information from a text a reader may be familiar enough with the way of scanning.

Motivation

Definition of Motivation

Motivation relates to someone willingness and ambition to do an action. By having motivation, he/she will force himself/herself to act and to do effort in order to get what he/she does want. Sardiman (2006:73) states that motivation is an energy transformation within oneself in which it can be observed through feeling and respond toward goals. Motivation cannot be seen from outside but it can be observed through someone's behavior and action toward to achieve the goal.

Kinds of Motivation

Ryan and Deci (2000) state that there are two kinds of motivation; they are intrinsic and extrinsic motivation. Intrinsic motivation is stimulus coming from inside without influencing from outside individuals. Intrinsic motivations are inherent in the learning

situations and meet pupil-needs and purpose. Carol and Judith (2000:239) state that Intrinsic motivation can develop from placing greater importance on one's competence in an activity (i.e., competence valuation), from becoming absorbed while engaged in an activity (i.e., task involvement), and from feeling competent in the activity (i.e., perceived competence).

Extrinsic motivation is stimulus to someone's behavior that comes from outside such as request, present, praise, etc. In other words he/she is under the influence or external stimuli, for example: He studies since he gets afraid getting punished from his mother. The reason he studies not because of getting knowledge but because of fear from others. Cherry (2014) states that if they want to get a reward or avoid punishment, people may be motivated extrinsically to do or to involve into something.

Applying Scanning Technique in Teaching Reading

In teaching reading comprehension, teacher needs an appropriate technique that can be applied for students. That is a scanning technique. This technique can help students to understand the text by means of nonverbal device. Scanning technique means how to read quickly by focusing on locating specific information. Vaezi (2006:5) states that scanning is reading rapidly to find a specific piece of information. In addition, Casey (2003:2) states that scanning is a way used to locate details-specific questions. In other words that scanning is a type of reading that involves finding a particular piece of information located in materials that are otherwise of no interest to the reader. This technique helps students how to locate information quickly without reading the whole passage.

In this research, the writer intends to teach recount text using scanning technique to grade VIII of Junior High School. Scanning deals with process of how to read a text to get

a piece of information such as data, name, date, etc. According to Beale (2007), there are some steps how to scan.

1. Learning to use your hands while scanning.

Learning to use hands or fingers while scanning is very helpful in locating specific information. Using hands or fingers are extremely helpful in focusing attention to the place while scanning a column of material, for example; looking for a word in dictionary, looking for a meeting time on calendar, or reading a lesson schedule.

2. Peripheral vision

Peripheral vision is the way how to extend the reading area is not only the focal point of the eye, but also in other sides of the words or what is seen on the side by the eye when looking straight ahead. When hands or fingers move down a list of names, it is not only the name that finger is pointing to, but also the names above and below. It accustoms our eyes to recognize a few words at a glance. It can help to identify more quickly the text to the right of the left or top of the bottom of the main text seen at a glance when scanning.

3. Keep the concept of key words in mind while scanning.

Keep the concept of key words in mind while scanning. The purpose is to determine the key words. That is to know what they are reading about.

METHOD

This research is an experimental research and using quasi experimental non-equivalent control group design. It treated two classes namely experimental and control class that was non randomly. The writer conducted her research for eight meetings with presentation as follows. The first meeting was pretest and pre-questioner checklist for both classes. The writer taught both classes. However, the writer applied her technique only in experimental class from the second meeting to the seventh meeting. In the eighth meeting, the writer provided posttest and

post-questioner check list for both classes. Population of this research was the grade VIII of MTs Muhammadiyah Nunu. It consisted of two parallel classes (VIII A and VIII B.). There were 18 students in class VIII A and 16 students in class VIII B. So the sum of her population was 34 students. Population of this research was the grade VIII of MTs Muhammadiyah Nunu. It consisted of two parallel classes (VIII A and VIII B.). There were 18 students in class VIII A and 16 students in class VIII B. So the sum of her population was 34 students. The writer selected a sample based on the students' knowledge and the most students' problems faced in reading. It was taken by using purposive sampling. The sample was VIII A as experimental class and VIII B as control class. Both classes were taught by the writer, but only one class was given scanning technique in teaching reading comprehension.

Research variables can be considered as the causes and effects of the problem. It consisted of one independent variables namely scanning technique, it was since scanning technique can give effect the dependent variable, while the dependent one were improving the students' reading comprehension and motivation of the grade VIII at MTs Muhammadiyah Nunu.

In collecting the data needed, the writer applied two instruments namely test and non-test. The test was to measure the students' achievement before and after conducting the treatments. The non-test was questionnaire in collecting data. The questioner was used for measuring whether or not the technique can improve students' motivation in reading comprehension.

The collected data were the whole activities during conducting the research to both classes; the experimental and control class. The first step that the writer conducted was to test the validity and questionnaire of the instrument used in the research. It aimed to know whether or not the items of instrument are suitable to be used in the

research. The instruments are the test and the questionnaire. The writer used SPSS 23 program to show the validity and reliability of both instruments; the test and questionnaire.

The test was to evaluate how well the students could answer questions based on reading texts through scanning technique. The total numbers of test were 20 questions in form of essay test. The questions were divided into two parts; 10 questions for one reading text and 10 questions for another one. The test had two different reading passages and each topic had 10 questions. The test was objective text since all of the answers were stated in both reading texts namely literal comprehension. Every test item was scored one point so the total score of the two reading tests was 20. The following were the scoring system of the essay test.

Scoring system

Types of test	Number of test	Score of item	Total score
Essay test	20 items	1 was given if the answer was correct.	20

Use National Education Standards Agency (2006) scoring system

For the test result, the obtained data of the test were analyzed quantitatively. The writer computed the individual score by the formula adopted from Uno (2006):

$$\text{Individual Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

The writer applied the questionnaire for collecting her data about students' motivation towards reading English text. The writer used ARCS (Attention, Relevance, Confidence and Satisfaction) to analyze the questionnaire. It aimed in order to know whether or not there is students' motivation in reading comprehension by using scanning technique. Each questionnaire consisted of 25 questions. The response of the students in questionnaire

was in the form of objective test. The result of questionnaire classification is as follow:

Classification of Questionnaires' Result

Classification	Scale Value
SA = Strongly Agree	5
A = Agree	4
U = Undecided	3
D = Disagree	2
SD = Strongly Disagree	1

Adapted from Best (2006: 331)

As a prerequisite test research, before testing the hypothesis, first was tested for normality and homogeneity tests on the data. The writer used Normality test to determine the data which were analyzed whether has normal distribution or not. A normal distribution of data is when the average of data is same, as well as standard deviation. The writer also applied SPSS 23 to test the normality of the data by using non parametric statistical tests of Shapiro-Wilk test (S-W) with a significant level $\alpha = 0.05$. Homogeneity test was used to determine the data homogeneous or not. The data is categorized whether homogeneous or inhomogeneous by applying SPSS 23 program and using Levene's Test of Equality of Variances.

Hypothesis of this research aimed to find whether scanning technique are rejected or accepted in teaching reading comprehension. Statistically, the criteria of hypothesis presentation states that: If t_{counted} is higher than t_{table} or $t_{\text{counted}} > t_{\text{table}}$, H_a is accepted and H_o is rejected; and If t_{counted} is lower than t_{table} or $t_{\text{counted}} < t_{\text{table}}$, H_a is rejected and H_o is accepted. The writer used independent t-test to compute the hypothesis. The t_{counted} value is also obtained through SPSS 23 program by comparing the data: pretest and posttest in the experimental and control class; pre-questionnaire and post-questionnaire in the experimental and control class.

FINDINGS AND DISCUSSION

Findings

After analyzing the result of the test and questionnaire, both of the research questions were found that:

Firstly, for the first research question is answered that the implementation of scanning technique has impact on students' reading comprehension of grade VIII students at MTs Muhammadiyah Nunu. It is proven by comparing the result of t_{counted} value and t_{table} value. The writer found that t_{counted} value of pretest -0.43 is lower than t_{table} 2.037 for the degree of freedom of 32 with the level of significance (0.05). It means that there is no significant difference of students' reading comprehension between the experimental and control class. In the contrary, the t_{counted} value of posttest 6.4 is higher than t_{table} 2.037. It indicates that there is a significant difference of students' reading comprehension between the experimental and control class. Therefore, it is concluded that H_a (Alternative Hypothesis) is received while H_o (Null Hypothesis) was rejected. In other words, the implementation of scanning technique has impact on students' reading comprehension of grade VIII students at MTs Muhammadiyah Nunu.

Secondly, for the second research question is that there is a significant difference of motivation of grade VIII students at MTs Muhammadiyah Nunu who are taught by scanning technique and those who are not taught by scanning technique. Based on the statistical analysis using independent t-test, it shows that the mean score of pre-questionnaire in the experimental class is 55 and in the control one is 60. While, the result of the second pair shows the mean score of post-questionnaire in the experimental class is 73 and in the control one is 68. Furthermore, by comparing the result of t_{counted} value and t_{table} value, the writer found that t_{counted} value of pre-questionnaire 1.45 is lower than t_{table} 2.037 for the degree of

freedom of 32 with the level of significance = 0.05. It means that there is no significant difference of students' motivation between the experimental and control class. In the contrary, the t_{counted} value of post-questionnaire 2.33 is higher than t_{table} 2.037. It indicates that there is a significant difference of students' motivation between the experimental and control class. Therefore, it is concluded that H_a (Alternative Hypothesis) is accepted while H_o (Null Hypothesis) is rejected. In other words, there is significant difference of motivation of grade VIII students at MTs Muhammadiyah Nunu who are taught by scanning technique and those who are not taught by scanning technique.

Discussion

The findings of the research shows two results that the implementation of scanning technique has impact on students' reading comprehension and there is significant difference of students' motivation who are taught by scanning technique and those who are not taught by scanning technique.

1. The Improvement of Reading Comprehension through Scanning Technique

The implementation of scanning technique is able to improve the students' reading comprehension effectively and accurately. They are able to find the main idea or specific information with locating word analysis and context clues by applying the wh-question within the text. From the findings in the research during the implementation of scanning technique, the writer found that the students are able to determine the purpose of reading, to analyze word and context clue in the text, to have speed and accuracy in comprehending the text, and to make inferences from what they read.

2. The Improvement of the Students' Motivation through Scanning Technique

During the treatment, the students are enthusiast to generate wh-questions. They all

at once mention the wh-questions which relate to the text such as who, when, how, etc. confidently. They are then more excited to obtain the specific words in the text for example the wh-question is “who”. In this case they move their eyes and point or underline person or people in the text quickly. In this step, they are directed to find the answers. The students respond by effectively taking a part to get the clues in the text through scanning technique. They seem more active to scan the other clues surrounding the answer. At last activity in each meeting, they are confident to tell what they read using their own words. In the other words, they comprehend what they read without the writer’s helps.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research questions and discussions of the research findings on the previous chapters, two conclusions can be drawn as follows:

1. The implementation of scanning technique has impact on reading comprehension of grade VIII students at MTs Muhammadiyah Nunu. It is proved by the result of t_{counted} value 6.44 which is higher than t_{table} 2.037 for the degree of freedom of 32 with the level of significance = 0.05 by applying t-test formula. In addition, the students’ mean score of the experimental class is improved from 60 in pre-test to 79 in post-test. It indicates that there is a significant difference of students’ reading comprehension after applying the treatment. Therefore, it concludes that H_a (Alternative Hypothesis) is accepted while H_o (Null Hypothesis) is rejected.
2. There is a significant difference of motivation of grade VIII students at MTs Muhammadiyah Nunu who are taught by the implementation of scanning technique between experimental class and control class in reading comprehension. It is

proved by comparing the mean score of students’ motivation who are taught by the implementation of scanning technique 73 is higher than those who are not taught by the implementation of scanning technique 68. The computation of data of the questionnaire which were analyzed by using t-test formula indicate that the value of t_{counted} 2.33 is higher than t_{table} 2.037 for the degree of freedom of 32 with the level of significance = 0.05. It means that there is a significant difference of students’ motivation who are taught by scanning technique and those who are not taught by scanning technique. It proves that H_a of the research is accepted and H_o is rejected.

Suggestions

Referring to the conclusion above, the writer would like to recommend some suggestions. First, it is suggested for teacher of English to understand and explore each technique which can be used in teaching especially in reading comprehension. The technique is very useful for students in order they can be helped how to get the specific information of what they read quickly and efficiently. Next, for a future researcher is expected to be able to conduct in-depth research on other problems in reading comprehension by applying scanning technique and another technique which is appropriate in reading comprehension.

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