

# The Effect of Scanning Technique on Students' Reading Comprehension in Narrative Text at Grade Ten of SMA Negeri 2 Pematangsiantar

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**Abstract:** *This study aimed to investigate significant effect of scanning technique on students' reading comprehension in narrative text at grade ten of SMA Negeri 2 Pematangsiantar. Problem raised in this research was: What is the effect of scanning technique on students' reading comprehension in narrative text at grade ten of SMA Negeri 2 Pematangsiantar? To answer the problem, the researchers used some theories: Amruster, Lehr, and Osbon (2003:10), Brown (2011), Grellet (1992), Howard (2006:1), Creswell (2009:12), Kustario (1988:1), Nuttal (1982:34), Pang (2003:6), Sarwono (2013). This study has done deal with descriptive quantitative method. The researcher used the grade ten students as population and took 60 students as samples. The instrument is pre-test, treatment and post-test. The collected data were analyzed by using T-test formula. The result of data analysis showed that the mean score was 74.4 and the standard deviation was 6.7. Based on the data analysis above, the alternative hypostudy was accepted because the T-observed was higher than T- table ( $3.83 > 2.00$ ). Finally, the researcher concluded that Teaching Reading Using Scanning Technique at Grade Ten Students of SMA Negeri 2 Pematangsiantar was effective to improve students' reading comprehension.*

**Keywords:** *Scanning Technique, Reading Comprehension, Narrative Text*

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## I. INTRODUCTION

Reading is one of the four language skills that must be mastered by the students in learning a language. It's essential for having reading ability, because we can transfer and develop science, technology, and culture by reading. We can also get information by reading. In real life reading is often part of series of activities, including locating texts and presenting material in oral and in written. Reading is an activity of process of transferring or decoding form the written to oral form.

Actually, reading is very useful in human life because by reading readers would understand many information. But in other side, reading is not easy as what people think because it is not only requires reading a series of sentences, but also it needs the reader to understand the content of the reading text and its purpose. Therefore, it is uncommon that Senior High School students still could not obtain reading skill appropriately. It is now obvious that reading comprehension is an ability to construct a meaning from a text. Reader should be able constructing the meaning internally from interact with the material that is read. For students, they are not expected to be

able to read the text, but also comprehend it. Where, the fundamental goal for any reading activity is understand the language, include comprehending (Kustaryo, 1988:1).

More specifically, reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how the students get knowledge from the text. The students can understand an English text but they cannot comprehend what is in the content of the text that they have read. Reading proficiency depends on the ability of the students to recognize words quickly and effortlessly. If the students have difficulty to recognize the words, the students used too much processing capacity to read individually words, which interferes with their ability to comprehend what is read. For that reason, good technique is needed by the teacher to help the students is able to comprehend the text easily and to achieve the goal of learning.

Based on the researcher's experience when she taught the students, there were some problems faced by students. Students had the problem on reading comprehension because they did not understand what the content of the text. Not only that, but the students didn't know what technique that they used when they are reading a text to get or to know the content of the text. So, It made the students getting the low score on the result of test because their weakness on reading comprehension.

Based of the problem above researcher assumed that there were some mistakes in teaching learning process. It can be from the method or technique that used by teacher. Teaching and learning process can be successes if supported some factors, like the exact method or technique. Some teachers have just given the explanation and exercise without thinking whether it was success in teaching reading. It made students less comprehended, less interest in reading, and made students bored in the classroom during teaching learning process.

To solve the problem in teaching reading, the researcher used scanning technique to improve students' reading comprehension. Scanning is quickly searching for some particular piece of information in the text (Grellet, 1985), and Brown (2001) specifies scanning as one of reading strategies. He defined scanning as a strategy to find particular piece of information without reading through the whole text. Perhaps, by doing this strategy the readers will not wasting their time when searching answer of some questions of a reading text.

From the some cases above, the researcher emphasized that the using of scanning technique by conducting experimental research. So this research focused on the effect of scanning technique on students' reading comprehension in narrative text. Based on the background of the study, the researcher formulated the research questions of this study as follow: What is the effect of scanning technique on students' reading comprehension in narrative text at grade ten students of SMA Negeri 2 Pematangsiantar?

This study was conducted to find out significant effect of scanning technique on students' reading comprehension in narrative text at grade ten students of SMA Negeri 2 Pematangsiantar

## **II. THEORETICAL REVIEW**

### **A. Reading**

Reading is one of English skills besides listening, speaking, and writing. Pang (2003: 6) reading is defined as understanding written texts. He says that reading consists of two related

processes: word recognition and comprehension. He says that “reading is just as communicative as any other form of language.

## **B. Reading Technique**

According to Grellet (1985), there are four kinds of readings techniques. They are scanning, skimming, intensive reading, and extensive reading.

### **1. Scanning**

Scanning is quickly going through a text to find a particular piece of information. According to Vaezi (2003:5), 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, Grellet (1985) argue that scanning is quickly searching for some particular piece of information in the 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 Sarwono (2013: 2), scanning is a technique used to find specific information by looking at the text to find information we need. And 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.

Furthermore, Nuttal (1982: 34) says that scanning means glancing rapidly through the text either to search for a specific piece of information (e.g. name, place, time) or to get an initial impression of whether the text is suitable for given purpose. Thus, scanning is a technique of reading to look for the detail or specific information based on the purpose of the readers. Based on some experts’ theories above, the writer concluded that scanning is an effective technique for getting the specific information. The students didn’t need to read whole of the text, they only look the specific points to find the gist of the text.

#### **a) The Step for Scanning**

A good scanning technique needs some steps in order to reach the efficient and effective result in reading process. There are five steps for scanning, they are:

- 1) Have all the fact or pieces of information about what want to find clearly in mind.  
Make some list of all pieces of information that want to look.
- 2) Start at the beginning of the selection and move the eyes systematic and fast:
  - Like a bow, directly to the middle and run down to the page.
  - With S pattern or Zigzag.
- 3) Use any heading or subheadings; bold type and italicized words to find quickly the part of information that probably contain the specific information. Look for the key words in every part of the text by seeing if there are a date, capital letters, bold types words.

- 4) When key words or words have found; read around it or them to see if the information is there.
- 5) Make either a mental or a written note about the information that has found. Select another piece of information to look for, and start the process again.

Making questions that related to the text with a certain number of minutes helps students to improve their ability in using scanning. The role of teacher is also important in this process especially to lead students to get the best, effective and efficient result.

**b) Scanning Teaching Technique**

Scanning as a technique, which means read quickly in order to identify specific information is appropriate to be applied in various types of texts. In teaching learning process, the teacher built students' skill in reading by using scanning technique. Teacher gives times to students to find out the specific information in the text quickly without reading the whole text. In brief, by using scanning technique in reading process can make the readers become flexible in reading a text. Good readers are active readers who must be active in identifying the information they want in the text without reading the whole text. It can be said that scanning technique can be useful in teaching reading because it can help the students become good and flexible reader.

**c) Procedures of Teaching Reading through Scanning Technique**

In the teaching and learning process, the teacher should have the procedures in order to learning process occur properly and effectively. The procedures were as follow:

**Pre-activity**

Pre-activity facilitated students to build up their schemata before come to the topic of the lesson. If the teacher spends more time in introducing the reading, the result will be better. Careful reading preparation really helped the intermediate level students which give them benefit to be more receptive to the content. Pre-activities were conducted in a class as follow:

- 1) Teacher greets the students.
- 2) Teacher checks student's attendance.
- 3) Teacher explains what scanning technique is.

**While-activity**

The aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text. With these tasks teacher takes the learners through the reading and they interact in the text. While-activities were conducted in a class as follow:

- 1) Teacher explains students the purpose of reading (to know the content of the text). Then, the teacher asks students make some list information contains of name, place, time, and act.
- 2) Teacher distributes Narrative text.
- 3) Teacher asks the students reading the text by using scanning technique. It means, students moving their eyes fast with S pattern or Zigzag. When they are reading the

- text, teacher asks students to find out the specific information by heading or sub heading.
- 4) After the students finished read the text, the teacher distributes some questions which related to the text.
  - 5) Teacher gives students time to answer the questions.
  - 6) Teacher and students discuss the answers of the questions together.
  - 7) Teacher distributes paper that contains of questions such as main idea, specific information, and act as the second task and gives the students time to understand the questions.
  - 8) Teacher asks students to stop understanding the questions and distributes the story. While students read the story/text by using scanning technique, the teacher asks/remind students to make some notes of important information.
  - 9) Teacher gives students time to answer the questions.
  - 10) Teacher asks the students to collect the second task.
  - 11) Teacher gives feedback based on students' tasks.

### **Post-activity**

Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view. Post-activities were conducted in a class as follow:

- 1) Teacher reflects on the lesson that they learned.
- 2) Teacher gives the students homework to do individually.
- 3) The teacher closes the meeting.

### **d) Advantages and Disadvantages of Scanning Technique in Teaching Reading**

Reading through scanning technique has some advantages and disadvantages. It can be explained as follows:

The advantages of reading through scanning technique:

- 1) The students are able to get the information quickly, directly, and specifically.
- 2) The students are practiced to think of clues to find the specific information.
- 3) The students are stimulated to be creative and active in both asking and answering the questions about the specific information and clues related to the text.
- 4) The students are motivated to look for the specific information and looking for clues they need in various types of texts (Vaezi, 2003: 4).
- 5) The students are trained to run their eyes over a text quickly in order to locate specific information
- 6) The students can use the technique of scanning when they are looking for specific answers to information. Because the students know exactly what questions they want to answer, they speed-read and their eyes scan over the words or pages very quickly until they find what they are looking for, then, the students can focus on the details they require.

The disadvantages of reading through scanning technique: Scanning means reading quickly, in this case sometimes the students ignore to select which one the most important information.

- 1) Scanning means reading quickly, in this case sometimes the students ignore to select which one the most important information.

From the explanation above, it can be assumed that scanning technique is a possible technique for the students to be applied in their reading. Besides identifying the specific information, the students are trained to think of clues for the detail information, because students have a question in their mind and they read a passage only to find the answer, ignoring unrelated information. Needless to say, scanning technique can motivate them to be active in finding the specific information in texts.

## **2. Skimming**

Skimming is reading techniques in which the reader reads quickly, running over the text and the purpose of the reader is to get the gist of the text.

## **3. Intensive Reading**

Intensive reading is usually a class-room oriented activity in which students focus on linguistic or semantic details of a passage.

## **4. Extensive Reading**

Brown (2001:325) states that, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Most extensive reading is performed outside class time. Pleasure reading is often extensive. Extensive reading can sometimes help students get away from their tendency to overanalyze or look up words they do not know, and read for understanding. Extensive reading includes skimming (reading rapidly for the main points), scanning (reading rapidly to find the specific pieces of information), and global reading.

## **C. Kinds of Reading**

Reading is very important role for the students, by reading they can get a lot of information and knowledge, yet when reading printed words, the reader not only pays attention to the purpose of reading, but the reader should know the kinds of reading. Here, the writer would like to describe two kinds of reading performance, they are, reading aloud and silent reading.

## **D. Reading Comprehension**

Comprehension means relating to what we do not understand or new information, to what we already know (Eskey, 1986: 15). Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Smith (1982: 15) states that comprehension in reading as a matter of "making sense" of text, of relating written language to what we know already and to what we want to know. Because of the comprehension of reading, the students can get the information transferred by the writer.

## **E. Genre of Text**

### **1. Narrative Text**

Siahaan (2010) states that a narrative was one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. He explained that the social function of narrative text is to amuse, entertain and to deal

with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative text has function to amuse, entertain and to deal with actual or various experience in different ways. It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way.

Narrative text was a sequence of events, which is based on life experiences and person-oriented using dialogue and familiar language. Here are examples of genre that fit the narrative text structure:

1. Folktale is very old traditional story from particular place that is originally passed on people spoken form, e.g. MalinKundang,
2. Fairytale is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g. Cinderella, Pinocchio, Magic Mirror.
3. Fable is traditional short story that teaches moral lesson, especially one with the animals as characters; these stories considered as one group of animal stories, e.g. The Lion and the Mouse, The Smart Parrot.
4. Myth is a story from ancient times, especially one that is told to explain about natural events or to describe the early history of place or people, e.g. Tower of Babel, The Legend of Thor.

There are some important points of narrative text, such as:

**a) Social Function**

The social function of narrative text is to amuse the readers.

**b) Generic Structure**

There are four part of narrative text:

1) Orientation

Orientation is a set the scene or introduces the participants and informing the time and the place. In orientation, the narrator tells about something that will begin a chain of events. These events will affect or more of the characters.

2) Complication

Complication means which tells the problems of the story and how the main character solves them. In complication, the narrator describes the rising crises which the participants have to do with. In conclusion, the complication is the trigger.

3) Resolution

Resolution means that the crisis is resolved for the better or worse. In resolution, the narrator shows the way of participant to solve the crisis, better or worse.

4) Re-orientation

Re-orientation is a closing remark to the story end it is optimal. It consists of moral lesson, advice or teaching from the writer.

**c) Significant Lexicogrammatical Future:**

- Focus on specific usually individualized participants, e.g. Cinderella.
- The Use of Simple Past (go - went, open - opened, etc).
- The use of temporal conjunction (when, then, suddenly, etc).
- Adverb of time (Once upon a time, one day, etc).

### III. RESEARCH METHODOLOGY

This research is quantitative research that using quasi-experimental style, because it focused on the product (effect/result of the test). Here, the researcher took two classes from nine classes as the samples that consist of 30 students of each class. One class will be control class (grade X-1) and the other one as experimental class (X-2). In experimental class the researcher will apply scanning technique and in control class the researcher will apply conventional

Class	Control group	Experimental group
X-1	30 students	-
X-2	-	30 students

technique.

Instrument is the device the researchers used to collect data. There are three tests. They are pre-test, treatment and post-test. To get the data of this research is the researcher gives tests by chosed the enclosed of multiple choices because it can be shared simultaneously and can be answered by the respondents according to their speed.

The test took from the students' hand book (Interlanguage). It was multiple choices that consist of 30 items. This test is prepared in order to know the effect of Scanning technique on the students' ability in comprehending Narrative text.

In collecting data, the researcher gave pre-test first, then treatment, and ended with post-test to the students. In collecting the data, the researcher used the procedure as follow:

a. Pre-test

At the beginning of the research, every participant both experimental group and control group will give pre-test.

b. Treatment

After conducting the pre test, the researcher conduct a treatment, the experimental group and control group will be taught by using the same materials but different treatment. The experimental group will be taught by using scanning technique and control group will be taught without using scanning technique.

c. Post-test

Experimental group and control group at the end of the research are given the same test. The test is post test. It aims to see if there are differences between the two groups.

Last but not least, the researcher conducted some procedures in analyzing the data, they were:

1. Calculating means of pre-test and post-test from each group.

The Formula (mean):  $X = \frac{\sum x}{N}$

2. Finding the level ability of the students from both groups, the researcher uses the criteria of each group.



The formula : (SD) :  $SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}}$

Are: SD = Standard Deviation  
N = Number of Sample  
X = Score

3. Calculating the means of experimental group ( $M_y$ ) and control group ( $M_x$ ). The researcher also calculates the standard deviation of experimental group ( $d_y$ ) and the standard deviation of control group ( $d_x$ ).
4. Testing the T-Test formula. The T-Test formula was used to find out T-Count. The form :

$$T = \frac{M_x - M_y}{\sqrt{\left[ \frac{d_x^2 + d_y^2}{(N_x + N_y) - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Are:

$M_x$  = Mean of experimental class  
 $M_y$  = Mean of control class  
 $d_x$  = The standard deviation of experimental class  
 $d_y$  = The standard deviation of control class  
 $N_x$  = Total sample of experimental class  
 $N_y$  = Total sample of control class

5. Comparing the T-test result with T- table.

## IV. FINDING, INTERPRETATION AND DISCUSSION

### 4.1 Research Finding

After the researcher treated the data and verified the hypothesis, then the researcher comes to research finding. The research got some findings from the result of data calculation. Below the researcher listed the findings:

1. There is significant effect by using scanning technique on students' reading comprehension.
2. Using scanning technique can improve students' score in completely/answer reading comprehension text/test. This statement is supported by some results of statistical affect. They are:
  - a. The mean of pre-testin control group was 60.4.
  - b. The mean of post-test in experimental was 74.4.
  - c. Based on the testing hypothesis, it is obtained that T-Observed is higher than T-table ( $3.8 > 2.00$ ). In other words the alternative hypothesis ( $H_a$ ) of this study is accepted.

### 4.2 Interpretation

Firstly, the researcher gave the students a pre-test in order to know the students' preparation before the lesson is given. After did it, the writer calculated the students' score. The scores of the students are not good because most of students got score between 56-65. There

were 2 students got score 80-100, 6 students got score 66-79, 14 students got score 56-65, and 8 students got score 40-55. It shows that the students' comprehension is low / satisfactory.

In the next meeting, the researcher though the students and gave the post-test to the students in order to know their comprehending in answering the questions by using scanning technique. After the researcher got their score, there are different scores between experiment group and control group. Where, most of students in experimental group got score 80-93. Where, there were 12 students got score 80-100, 12 students got score 66-79, and 6 students got score 55-65. It showed that by using scanning technique effectively to improve the students' comprehension.

#### **4.3 Discussion**

Nuttal (1982: 34) says that scanning means glancing rapidly through the text either to search for specific piece information. Scanning technique can be helping student to find the main point of the text fastly without read all of the text. Sarwono (2003:2), scanning is a technique used to find specific information that we need without read the whole of the text. based on some theories above, the researcher can be conclude that scanning technique is effective to improve the students' reading comprehension. Where, by using scanning, the students can understand the meaning/context of the text fastly. In scanning the students didn't need to read all the text. But they only focused on what their need of the text by using zigzag style. Beside of it, the scanning technique is effective because the technique is easy to use for getting the important points of the text. The effectiveness of scanning technique on students' reading comprehension it can be proved by the students' score. After finishing the research in SMA Negeri 2 Pematangsiantar, the researcher found that using scanning technique is more effective to improve the students' comprehension in reading English text than without using scanning technique.

### **V. CONCLUSION**

Based on the previous discussion and the result of the research, the researcher concluded that the calculation result of T-observed is higher than T-table ( $3.8 > 2.00$ ). Using scanning technique can improve the students' reading comprehension. It could be seen by the students' score. Where, the score of experimental group is higher than control group. Last but not least, the researcher concluded that learning by using scanning technique can help students to comprehend English text easily because students can understand what the context or the gist of the text without read whole of the text so It is suggested to English teachers for using scanning technique in teaching reading.

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