

THE IMPROVEMENT OF STUDENT'S READING COMPREHENSION THROUGH SCANNING TECHNIQUES IN SMA N 1 GEMUH KENDAL (An Experimental Research of Tenth Grade Students in Academic Year 2021/2022)

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THE IMPROVEMENT OF STUDENT'S READING COMPREHENSION THROUGH SCANNING TECHNIQUES IN SMA N 1 GEMUH KENDAL (An Experimental Research of Tenth Grade Students in Academic Year 2021/2022)

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Abstract

English has been used by people all over the world as an international language and reading is one of the four abilities that students must master in order to learn English. Scanning as a reading technique can help students overcome their difficulties English reading. purpose of this study to analyze the reading comprehension skill of classes taught using scanning technique, classes taught without scanning technique and the difference between those two classes. The research methodology was quantitative methods. The subject of this research was SMA N 1 Gemuh Kendal. The researcher used pre-test and post-test as instrument of the research. The technique of analyzing data was scoring of students test result, categorizing the students score, finding the means, calculating the results. The study's findings revealed that though pre-test students on average scored 59.1143, post-test students on average scored 85.0000. based on the scores gained when carrying out research before and after being provided treatment utilizing the scanning approach, it was determined that there was a considerable improvement in the students' scores.

Keywords: Scanning technique, Reading Comprehension

Introduction

The introduction presented in an integrated way in the form of paragraphs as much as 10-15 % of the length of the article, single space, Times New Roman font size 12 pt. Contain minimal background of the problem, research questions, the purpose and benefits of the research.

English has been used by people all over the world as an international language. According of (ED Allen, 1971). The Indonesian government realizes how important English is for students, so English is included as a subject that should be tested in the National Examination.

Reading is done when someone sees and absorbs information from a written message. Some many reading texts, recount, narrative, report, explanation, descriptive, hortatory exposition, analytical exposition, procedure, news item, and discussion. there are some problems in students about their understanding and interest in reading, some components of reading namely accuracy, speed and comprehension. In understanding the content of the text, students must have good reading strategies and mastery of English.

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Reading is a basic skill the students to master in addition to learning a language. In Indonesia, students do not have any difficulties reading text, but When students read the texts in English, the process is reversed. They've got it. That was difficult to comprehend it. There are a variety of techniques that can be used in this condition. They comprehend reading, but they aren't used to using certain techniques to use it

Scanning as a reading technique can help students overcome their difficulties reading text. It was make sure results of research. Lasmana (2019) showed that scanning is a useful way to without getting to read the entire text, answer the question. All students' must do now is find the specific information they want. They can comprehend the information in the text. they read the text to important points found during scanning. As a result, scanning is a great way for students to improve their reading comprehension. Scanning is appropriate for materials such as announcements, advertisements, schedules, and etc. These materials are classified as English materials for junior high school students in first grade. Based on the findings in previous study, the teacher classified scanning as one of the reading techniques used in reading classroom activities in this study. Based on the above, the teacher wishes to study the efficiency of the scanning technique in improving first graders' reading comprehension at SMA N 1 GEMUH KENDAL.

Method

This Method using a quantitative methodology and an experimental design. (Ary and colleagues, 2002).

Pre-experimental design was considered in this research, including one group pre-test post-test. Because there is little or no control of extraneous variables, this design is classified as pre-experimental. As a result, in this study only used a pre-test and post-test to determine treatment's success.

Finding and Discussion

Results and discussion presented as much as 40-60 % of the length of the article. The major part of the results contains the data analysis and hypothesis testing. Discussion is an important part of the overall content of a scientific article, load response research problem, interpretation of the findings integration of findings from research into the existing body of knowledge, the preparation of a new theory or modifying existing theories.

1. To what extent is the students' reading comprehension with using Scanning Technique.

The data were analyzed to see if it was valid and reliable. The finished result was presented in an understandable form.

Validity of Test

The validity test produced the following results:

Table 1: The Validity Test

Descriptive Statistics

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	N	Mean	Average value	Min	Max
PRE-TEST CONTROL CLASS	35	74.1714	8.69579	36.00	84.00

Average of score the student's pre-test, according to data from 35 students' observations, is 74.17. The average score post-test of the students was 86.28 with an average value of 6.78, compared to the pre-test average of 8.69. This suggests the average English reading ability after using the scanning approach is greater than the average English reading ability before using the scanning technique. The researcher then calculated the students' pre- and post-test scores in the control class using the T-test.

2. To what extent is the students' achievement taught by using scanning technique in reading comprehension.

The student's experimental class ability in reading comprehension with scanning technique was presented by their score of pre-test and post-test.

Table 2: The Validity Test

Descriptive Statistics					
	N	Mean	Average value	Min	Max
PRE-TEST Experimental Class	35	59.1143	18.53894	20.00	84.00
POST-TEST Experimental Class	35	85.0000	8.22478	75.00	95.00

Based on the test results above, the average in experimental class of pre-test score was 59.11, and the average in experimental class of the post-test score was 85.00. Where the post-test value is greater than the score of pre-test value increased determined by this. They are therefore able to derive the conclusion that the learning results are influenced by the learning method.

3. The significant differences between reading comprehension without using & using Scanning Technique.

The Wilcoxon test data on development in the control class and experimental class is provided in the results table below.

Table 3: Improvement for Control Class

The Statistics ^a
POST TEST OF CONTROL CLASS
PRE-TEST OF CONTROL CLASS

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Z	-5.171 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

How was disregarded as the Wilcoxon t test decision's foundation, therefore the Wilcoxon test output table's significant value, $0.000 < 0.050$, can be observed. Consequently, there may be an apparent variance between the average pre-test and average post-test scores.

Table 4: Improvement for Experimental Class

The Statistics ^a	
	POST-TEST OF EXPERIMENTAL CLASS
	PRE-TEST OF EXPERIMENTAL CLASS
Z	-5.169 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	

The significance value for the Wilcoxon test is 0.000 to 0.050, it can be seen from the output table that H_0 is rejected and H_a is accepted. This provides the basis for the Wilcoxon t test decision. The average value of the post-test variable and the pre-test value could therefore be seen to have significant variance. Therefore, it may be said that learning method X has an impact on learning outcomes.

Conclusion

1. Potential for the X-5 group at SMA N 1 Gemuh Kendal students to comprehension of English texts is relatively limited when scanning techniques are not used as an instructional instrument. The average student's pre-test score of 59.1143 demonstrates this.
2. The potential for the X-3 at SMA N 1 Gemuh Kendal with using the scanning technique texts as a Learning English can be improved quickly due to better resources for instruction that students can easily master. The average post-test student score of 85.0000 showed this.

The researcher wants to provide numerous recommendations to enhance the quality of teaching and learning by utilizing scanning methods to increase students' reading comprehension in the tenth grade, based on the findings of the previous conclusions drawn. Counsel delivered to:

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1. The English Teacher

- a. The teacher should motivate the students so that they develop reading skills.
- b. The teacher should help the students by thoroughly defining the subject and analyzing the students after the learning process to see whether the students have comprehended the information.
- c. It is suggest that teachers employ the scanning technique method to teach reading comprehension

2. The Students

- a. In understanding the material, students must increase their reading comprehension practice.
- b. Students must increase their vocabulary in order to comprehend the text's meaning.
- c. To improve their reading ability, students should adopt the Scanning technique approach.

3. The Readers

- a. Readers choose utilize the scanning technique approach in the classroom to teach learning processes, particularly reading comprehension, so they can use the same method to teach reading comprehension.
- b. The researcher recommended that by reading this final project, readers will be able to improve the criticisms of this final project.
- c. The researcher suggests that readers who want to carry out the same research can look at this project as a reference to increase their insight in working on the final project.

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