

The Effectiveness of Scanning Technique to Strengthen Efl Students' Performance in Reading Comprehension

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Abstract: *The objective of this study was to find out the effectiveness of the scanning technique to strengthen EFL students' performance in understanding reading comprehension of second-grade students of MAN 3 Pidie. 37 students in the second grade took part in this study. A case study was used as the research method. The data were collected by using 20 items of the questionnaire that is divided into two parts namely reading comprehension and scanning technique. The findings of this study showed that the students expressed vastly positive responses about scanning technique. The students' good responses can be seen in the following questionnaire result. First, the statement 'I am interested in learning reading comprehension by using scanning technique' generated 87% of option yes and 13% of option no. Secondly, the sentence 'Scanning technique is the best way to improve reading comprehension' elicited 30 students (81%) who agreed. Another statement was 'There are some advantages using scanning technique in improving reading comprehension that revealed 34 students (92%) said yes and only a student (3%) chose no. It can be concluded that scanning technique effectively improve students' performance in reading comprehension.*

Keywords: *Effectiveness, Scanning Technique, Reading comprehension, EFL Students, Performance, Foreign language teaching and learning.*

Language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves (Crystal et al, 2019). There are four main skills in English: reading, listening, speaking, and writing. Reading is one of the important aspects of language learning. It is an excellent way to strengthen comprehension skills, especially for students. It becomes a basic skill because if students get difficulty in reading, they will have trouble in the learning process.

According to Harmer (2017:79), Reading is an activity of the process of transferring or decoding from the written to the oral form. Based on the definitions above, it can be concluded that reading is a complex process of thinking in assigning materials that involve most of the readers' intellectual acts, such as comprehension in order to get ideas or information extended by the text. Moreover, Flippo (2000, 123) states that reading can be said a successful comprehension if there is an alignment and interactive process between

the students' minds and the writer's message (text). In another word, the students have success in reading if they comprehend the information from the text they read. Thus, it can be said that reading and comprehension cannot be separated from each other.

We know that in Indonesian, English is not a national language. So, most Indonesian students have trouble with English, In this case in understanding reading comprehension. Brian (2009:56) states that one of the fundamental problems in reading for Indonesian students is they cannot understand the English reading text. So, they have trouble getting information from the text.

Furthermore, from the observations and some interviews with the English teachers and some students at grade XI of SMA 3 Pidie, the researchers found some problems that students encounter in understanding reading comprehension as they could not do well in understanding the reading text. First, the inability to connect ideas in a text. Second, confusion about the meaning of words, phrases, and sentences. Third, lack of concentration during reading. In addition, another problem is the limited time for the students to read. The result is the students lose their time because they are busy with difficult words and read every word in the text.

On the other hand, the teacher had done to settle the problem by asking the students to look for the misunderstanding words in the dictionary. However, it is still an unsatisfactory result. Besides, the teachers also have limited time to give feedback to the students. There are usually more than fifteen students and sometimes it is so difficult for the teacher to give holistic, effective, and efficient feedback to the students in the class during the teaching-learning activity.

To overcome this problem, teachers should use the appropriate technique to make the students' reading comprehension better. One of the techniques that can be used to save time and strengthen students' comprehension in understanding a text/passage is scanning techniques. Scanning is a technique that can help readers quickly gain information from a book, magazine, newspaper, or website without having to read every word. When used well, scanning can save readers' time and allow them to study more efficiently. As stated by Brown (2001, 78) scanning is the technique for quickly finding specific information in a text while ignoring its border meaning, it searches for keywords or ideas in a written text. When you

are scanning, you run your eyes over text or information to pull out specific words, phrases, or data. In addition, Wallace (2004: 90) states that readers do not need to read every word in the text to be efficient readers. It means that the readers only need to find the information they need from the text without reading the whole text in order to make them able to manage their time effectively.

Based on the discussion above, the researchers needed to obtain relevant information regarding students' responses in understanding reading comprehension. The problem posed for this study is as follows: "How is the effectiveness of using scanning technique to strengthen students' reading comprehension of the second-grade students of SMA 3 Pidie?" The aims of this study were expected to comprehend the students' responses toward the effectiveness of using scanning technique to improve students' reading comprehension. Besides, it also expected that this study will be useful for further research and enlarge the readers' knowledge of using scanning techniques to improve reading comprehension.

LITERATURE REVIEW

1. Reading Comprehension

Cooper (2006) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions in the passages are primarily about the main ideas, details, and inferences that can be drawn from the passages. According to Singer (2005), reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. Based on the statement above, Reading comprehension is influenced significantly by a student's level of word knowledge, which includes vocabulary and spelling skills, as well as the ability to decode words in print.

2. The purpose of reading

Reading a text or a passage requires a mental framework, motivation, and background knowledge for holding ideas, concentration, and appropriate techniques. Someone read to

gain the information they need for their purpose. Harmer (1991:191) provides some purpose for reading. These purposes are explained below: (1) Reading to confirm expectation, in this purpose the students are involved in reading in order to confirm their expectations about the information they think the text will contain. This technique encourages students to predict the content of the text and, gives them an interesting and motivating purpose for reading. (2) Reading to extract specific information, when students read a text to gain specific information, they should see the questions they are going to answer before reading the text. It helps them to read in required way. (3) Reading for communicative tasks, the teacher will divide a class into two halves. Half of the class are given the text and told them to read it. When the other ask question for them, they can put down the text when they answer the questions. (4) Reading for general understanding, this purpose involves students to absorb only the main point of the text. The students just look for what us necessary to get an overall understanding of the text. (5) Reading for detail comprehension: Information, the object of this activity gives students a valuable opportunity to study written English in detail and thus learn more about the topic and about how language is used. (6) Reading for detailed comprehension: Function and Discourse, it is important to understand the way in which texts are structured, and recognized the function that are being perform.

3. Scanning Technique

Richard et al (2007) state that scanning is a type of speed-reading technique that is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage and the reader can study the text in more detail. In scanning, the reader wants to examine closely using a regular plan or fixed without making a search for something looking at quickly without careful reading is often looking for a particular thing. Moreover, According to Vaezi (2006: 5), scanning is reading rapidly to find a specific piece of information (name, place, 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, Brown (2001) argues that scanning is a technique for quickly finding specific information in a text while ignoring its broader meaning, research for keywords or ideas in a written text. In addition, in reading by using the scanning technique, the teacher

gives students time to search for specific information (time, place, and name) in the text quickly, so the students do not need to read the whole text. According to Casey (2003: 2), scanning is a device used to locate details-specific questions 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.

RESEARCH METHODOLOGY

This study employed the qualitative research method with a case study approach. A qualitative method was chosen because this study aims to comprehend the students' responses toward the effectiveness of using scanning technique to improve students' reading comprehension. According to Fraenkel and Wallen (2009), a case study is a qualitative study approach that studies a single individual, group or important example to formulate interpretations of the specific case or to provide useful generalization. Therefore, the study case approach allowed the writer to study particular students in an attempt to understand the cause of improving the students' reading comprehension using the scanning technique. The participants of this study were 37 students of second-grade students of MAN 3 Pidie selected using purposive sampling. In this study, researchers distributed the questionnaires in the form of positive and negative statements. The statements were divided into 10 items inquired about reading comprehension and 10 items inquired about their perception toward scanning technique.

The writer used the statistical procedure that was suggested by Nur 'Aini (2016), researcher analyzes and tabulates the data by counting the percentage of the response from each data. To know the percentage of data from a questionnaire, the researcher used the formula:

$$P = \frac{F}{N} \times 100\%$$

Where,

P = Percentage

F = Number of frequency

N = Number of respondents (Heaton, 1975).

To consult with the scores, the writer use the criteria as follows:

Very positive	76 % - 100 %
Positive	56 % - 75 %
Negative	40 % - 55 %
Very negative	Less than 40 %

(Arikunto, 2014)

RESULT AND DISCUSSION

Result

In this section, the researchers presented results to answer the research questions about the effectiveness of using scanning techniques to improve students' reading comprehension at the students of the second-grade students of SMA 3 Pidie. The questionnaire items were divided into two categories. The first part indicated reading comprehension. Otherwise, the second part was about the scanning technique. The tables below summarized the questionnaire results.

Table 4.1 Reading Comprehension

No	Statement	Yes	No
1.	The hardest thing in learning English is reading	34	3
		92%	8%
2.	Do you have any difficulty in reading comprehension?	34	3
		92%	8%
3.	Do you like reading English texts?	23	14
		62%	38%
4.	Is that necessary having knowledge and experience in reading comprehension?	30	7
		81%	19%
5.	I am confused when I read English text and do not remember what I read	25	11
		67%	30%
6.	I feel nervous when I do reading exercises	18	19
		49%	51%
7.	I am difficult to comprehend English text because I lack vocabulary.	36	1
		97%	3%
8.	It is hard to comprehend English text as I am not familiar with English cultures and authors.	34	3
		92%	8%
9.	I feel confident when I read English text	13	24
		35%	65%
10.	Reading English text is not difficult if we get used to it	35	2
		94%	6%

As shown in Table 4.1 above, almost all of the students (92%) believed that the hardest thing in learning English was reading. On the other hand, only 3 students (8%) said no to the statement. It implies that the students of the second-grade students of SMA 3 Pidie

admitted that the hardest thing in learning English was reading.

The statement 'Do you have any difficulty in reading comprehension?' elicited 92% of the yes option and 8% of the no option. It means that the students of the second-grade students of SMA 3 Pidie had difficulty in reading comprehension. Furthermore, 23 students (62%) resorted yes option toward the statement 'Do you like reading English text?'. Otherwise, 14 students (28%) chose no option to this statement. It indicates that the students of the second-grade students of SMA 3 Pidie liked reading English texts.

Additionally, 30 students (81%) claimed that it is necessary having knowledge and experience in reading comprehension. While 7 students (19%) did not say so. It can be concluded, according to the students of the second-grade students of SMA 3 Pidie that it is necessary having knowledge and experience in reading comprehension. Moreover, 25 (67%) assumed that they were confused when they read English text and did not remember what they read. Whereas, 11 students (30%) did not assume so. Surprisingly, there was a student who did not decide on any option. In conclusion, the students of the second-grade students of SMA 3 Pidie were confused when they read English text and did not remember what they read.

18 students (49%) said that they felt nervous when they did reading exercise. A slightly higher number of students (51%) did feel so. In the end, the students of the second-grade students of SMA 3 Pidie did not feel nervous when they did the reading exercise. Hence, 36 students (97%) admitted that they were difficult to comprehend English text because they lacked vocabulary. Only one student (3%) said no. As the result, the students of the second-grade students of SMA 3 Pidie were difficult to comprehend English text because they lacked vocabulary.

In addition, the sentence 'It is hard to comprehend English text as I am not familiar with English cultures and authors' revealed 34 students (94%) who said yes and 2 students (6%) who said no. Therefore, the students of the second-grade students of SMA 3 Pidie believed that it was hard to comprehend English text as they were not familiar with English cultures and authors. Besides, 13 students (35%) confirmed that they felt confident when they read English text. However, it was noticed that 24 students (65%) did not have the same opinion as the previous 13 students. To sum up, the students of the second-grade students

of SMA 3 Pidie felt no confidence when they read English text.

The last, when the students were asked to decide yes or no reading English text is not difficult if they get used to it where they used English, option yes generated the highest percentage among the two of the given options (94%). Option no elicited a few of the responses (3%) respectively. Undoubtedly, the students of the second-grade students of SMA 3 Pidie perceived that reading English text is not difficult if we get used to it where they used English.

In light of the results of the statistical analysis, it is concluded that the majority of the students at the second-grade students of SMA 3 Pidie positively responded to reading comprehension items listed in the questionnaire.

Table 4.2 Scanning Technique

No.	Statement	Yes	No
1.	Do you like studying reading comprehension by using the scanning technique?	30	7
		81%	19%
2.	<i>I can improve my reading comprehension by using the scanning technique</i>	23	14
		62%	38%
3.	<i>I can do the reading exercise after the teacher applies the scanning technique</i>	19	18
		51%	49%
4.	<i>I am interested in learning reading comprehension by using the scanning technique</i>	32	5
		87%	13%
5.	Is there any improvement in reading comprehension after being taught by a scanning technique	27	10
		73%	27%
6.	<i>The scanning technique is the best way to improve reading comprehension</i>	30	7
		81%	19%
7.	<i>Improving reading comprehension by using scanning technique is difficult</i>	18	18
		49%	49%
8.	<i>There are some advantages to using scanning technique in improving reading comprehension</i>	34	1
		92%	3%
9.	<i>Do you have any problems when you practice the scanning technique?</i>	17	18
		46%	49%
10.	I feel easier to comprehend reading by using the scanning technique	29	7
		78%	19%

It is apparent from table 4.2 that the largest part of the students about 81% said yes to the question 'Do you like studying reading comprehension by using scanning technique?'. However, a small minority of 19% answered no to this question. Finally, the students of the second-grade students of SMA 3 Pidie liked studying reading comprehension by using the scanning technique. Besides, most of the students represented 62% of option yes toward the sentence 'I can improve my reading comprehension by using scanning technique'. Yet, the

remaining students (38%) chose no. It can be summarized that the students of the second-grade students of SMA 3 Pidie believed that they could improve their reading comprehension by using the scanning technique.

The sentence 'I can do the reading exercise after teacher applies scanning technique' highlighted 19 students (51%) who said yes and 18 students (49%) said no. It was obvious that the students of SMA 3 Pidie confirmed that could do the reading exercise after the teacher applies the scanning technique. Meanwhile, almost all of the students (87%) resorted to option yes about the statement 'I am interested in learning reading comprehension by using scanning technique'. Otherwise, 5 students (13%) registered for option no. Overall, the students of SMA 3 Pidie were interested in learning reading comprehension by using the scanning technique.

Approximately, 27 students (73%) answered yes when they were asked whether there was any improvement in reading comprehension after being taught by scanning technique or not. However, 10 students (27%) did not answer so. Accordingly, the students of SMA 3 Pidie admitted that there was an improvement in reading comprehension after being taught the scanning technique. Thus, almost all of the students (81%) claimed that the scanning technique is the best way to improve reading comprehension. While 7 students (19%) did not claim so. In conclusion, referring to the students of SMA 3 Pidie that scanning technology is the best way to improve reading comprehension.

Additionally, there was a balanced number between the students (49%) who received the statement 'Improving reading comprehension by using scanning technique is difficult' and the students who refused (49%) the statement. Surprisingly, there was a student who did not choose any option. As result, the students of SMA 3 Pidie were neutral towards the statement. On contrarily, a large number of students (92%) selected option yes to the sentence 'There are some advantages using scanning technique in improving reading comprehension. The rest of one student (3%) selected option no. Interestingly, 2 students (6%) did not decide on any option. Accordingly, the students of SMA 3 Pidie estimated that there were some advantages to using the scanning technique in improving reading comprehension.

Then, when the students were asked whether they had any problems when they

practice the scanning technique revealed 46% of answering yes, and 49% of answering no. Again, 2 students did not sign any option. In a conclusion, the students of SMA 3 Pidie assumed that they had any problem when they practice the scanning technique. The last, 29 students (78%) perceived that it felt easier to comprehend reading by using scanning techniques. However, a student did not choose any alternative answer. Otherwise, 7 students (19%) had no the same feeling. It is clear that the students of SMA 3 Pidie felt easier to comprehend reading by using the scanning technique.

Additionally, to get a more detailed reflection on the result of the scanning technique, the researcher also inserted a chart column as follows.

Discussion

In this part, the researcher explained all the data that have been found in the previous section. The present section discusses the findings of the study and attempts to significantly show the revealed results and accurately answer the questions of the investigation. The questionnaire result showed that most of the students at SMA 3 Pidie believed that the scanning technique can improve reading comprehension effectively. It implies the students' good responses about using scanning techniques to improve reading comprehension. It was in line with the study conducted by Nur'aini (2016).

The students' good responses can be seen in the following questionnaire result. First, the statement 'I am interested in learning reading comprehension by using scanning technique' generated 87% of option yes and 13% of option no. Secondly, the sentence 'Scanning technique is the best way to improve reading comprehension' elicited 30 students (81%) who agreed and 7 (19%) said no. Another statement was 'There are some advantages using scanning technique in improving reading comprehension that revealed 34 students (92%) said yes and only a student (3%) chose no. In general, scanning technique effectively improve students' performance in reading comprehension as had been proven in previous studies performs and theories proposed by expert in this field.

CONCLUSION AND SUGGESTION

Conclusion

The objective of this study dealt with the effectiveness of using scanning techniques to improve students' reading comprehension at the students of the second grade of SMA 3

Pidie. Referring to the result, most of the students at SMA 3 Pidie believed that the scanning technique can improve reading comprehension effectively. It implies the students' good responses about using scanning techniques to improve reading comprehension.

The students' good responses can be seen in the following questionnaire result. First, the statement 'I am interested in learning reading comprehension by using scanning technique' generated 87% of option yes. Secondly, the sentence 'Scanning technique is the best way to improve reading comprehension' elicited 30 students (81%) who agreed. Another statement was there are some advantages of using scanning techniques in improving reading comprehension that revealed 34 students (92%) said yes. It can be concluded that scanning technique effectively improve students' performance in reading comprehension

Ssuggestion

It is expected that further research is recommended to provide large sample and various grade or level of students to gain better benefit on the use of scanning technique to the EFL students and enlarge the readers' knowledge of using scanning techniques to improve reading comprehension.

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