

**THE EFFECTIVENESS OF SCANNING TECHNIQUE IN TEACHING READING
COMPREHENSION TO THE TENTH GRADE STUDENTS OF SMAN 1 SAMBIT
PONOROGO**

THESIS



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2022



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 Date : November 15th, 2022

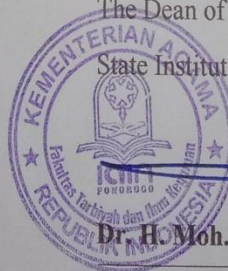
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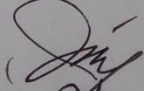
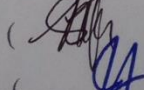
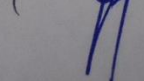


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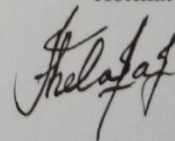
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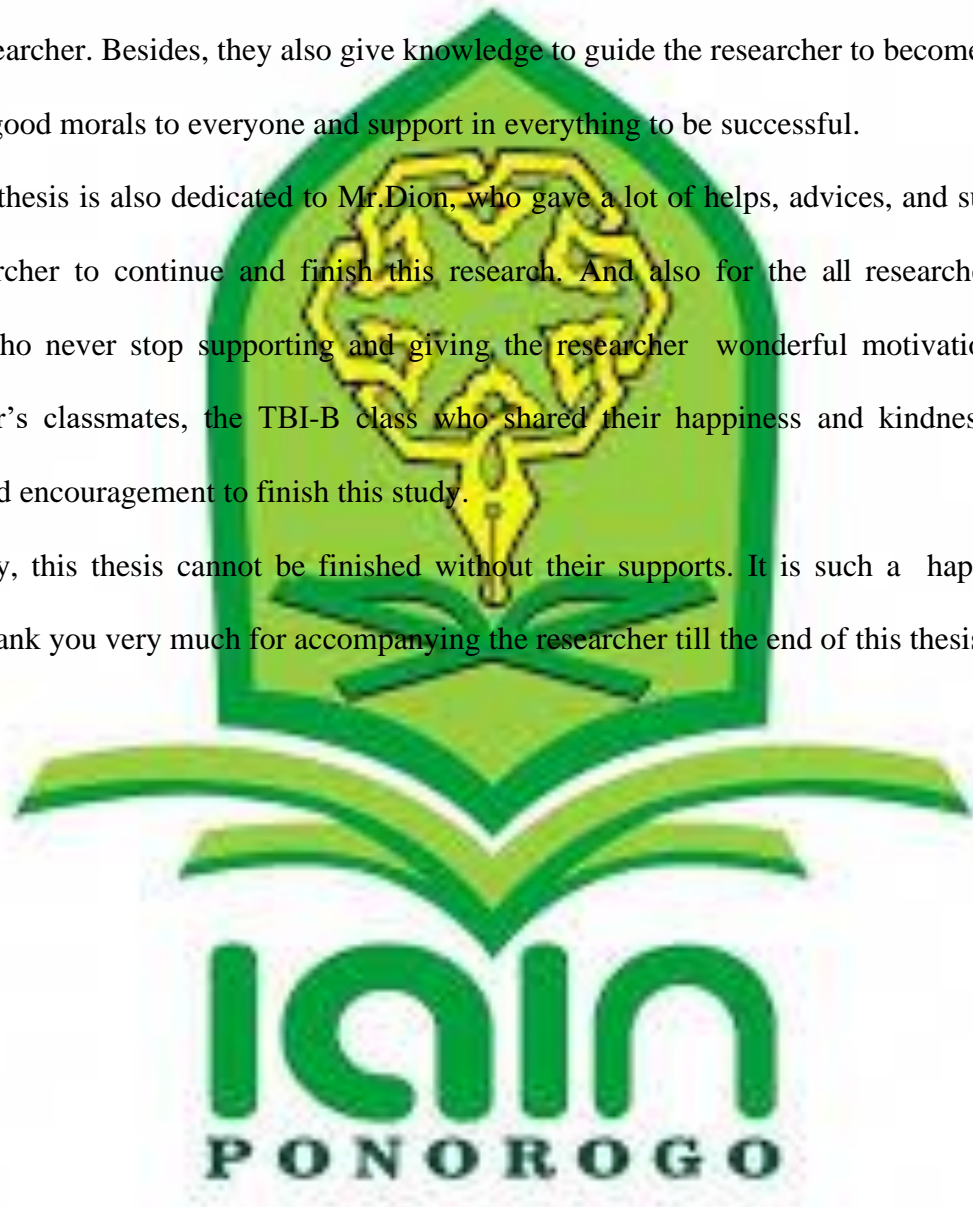
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DEDICATION

This thesis whole heartedly dedicated to the researcher's beloved parents, Mr. Tumari & Mrs. Siti Sulaikah (Almh) and my beloved elder sister, Nafis Umama. They have always supported the researcher in all conditions and always be patient to educate, manage, and guide the researcher from the lower to the higher level of education. They always give affection and love to the researcher. Besides, they also give knowledge to guide the researcher to become someone who has good morals to everyone and support in everything to be successful.

This thesis is also dedicated to Mr. Dion, who gave a lot of helps, advices, and supports for the researcher to continue and finish this research. And also for the all researcher beloved friends who never stop supporting and giving the researcher wonderful motivation and the researcher's classmates, the TBI-B class who shared their happiness and kindness word of advice and encouragement to finish this study.

Lastly, this thesis cannot be finished without their supports. It is such a happiness and grace. Thank you very much for accompanying the researcher till the end of this thesis.



ABSTRACT

Ni'mah, Elok Faikhhotul. 2022. *The Effectiveness of Scanning Technique in Teaching Reading Comprehension to the Tenth Grade Students of SMAN 1 Sambit Ponorogo.* Thesis. English Education Departmen Tarbiyah and Teacher Training Faculty, State Institute ForIslamic Studies Of Ponorogo, (IAIN), Advisor : Dra. Aries Fitriani,M.pd.

Key words : Scanning Technique, Teaching Reading Comprehension.

Reading is one of the important skill to be learned and mastered by every individual. By reading, people can get information and more knowledge from books, magazines, newspaper and others. But there were several problems faced by students in learning English at SMA N 1 Sambit . The students lose their time because they are busy with difficult words and the students do not understand the content of the text they read. Some of them think that reading is a boring activity and lack of interest in reading from students. When they read, they need to look at the books all the time and they feel sleepy when they are reading books. These facts affect their reading activity and score. There are various methods, techniques, and strategies to comprehend text. One of them is scanning technique and authentic material.

The objective of this research was to investigate the significance difference between students who taught using scanning technique and students who are not taught without it on their reading comprehension at ten grade students of SMAN 1 Sambit.

This research applied quantitative approach and used the quasi experimental design. The population were taken from the Tenth Grade Students of SMAN 1 Sambit Ponorogo in Academic Year 2021/2022. The population of this research is 128 students, and the number of sample in this research were 25 students of Experimental group and 26 students of control group. The technique of data collection were test and documentation. To analyze the data, researcher used t-test formula to know whether there was significant different between students who taught using scanning technique and students who are not taught without it on their reading comprehension.

The result of the research shows that the value of t-test is 12.773, and the t-table is 0.2010; thus the value is higher than t-table ($12.773 > 0.2010$). Related to the result of the t-test, the H_a is accepted, and H_o is rejected. It means there is significant difference between students' reading comprehension achievement who are taught using the Scanning technique and authentic material and students who are not taught using the strategies.



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ACKNOWLEDGEMENTS

First of all, all praises and thanks are always to Allah SWT because of his blessing and mercies, the planning, accomplishment, and completeness of this thesis entitled “The Effectiveness Of SQ3R Strategies On Reading Comprehension At Eight Grade Students Of Smp Ma‘arif 1 Ponorogo” as partial fulfillment of requirements for the degree of teaching English can be finished smoothly.

The researcher can succeed because much supported direction. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Hj. Evi Muafiah M.Ag.as the rector of State Institute of Islamic Studies Ponorogo.
2. Dr.H. Moh. Munir, Lc., M.Ag the Dean of Faculty of Education and Teacher Training.
3. Dr. Dhinuk Puspita Kirana, M. Pd as the Head of English Teacher EducationDepartment.
4. Dra. Aries Fitriani, M.Pd as the Advisor of the thesis who always s and gives some suggestion to the researcher.
5. Drs. Ayun Priyono as the headmaster of SMAN 1 Sambit Ponorogo.
6. Marsudiono, S.Pd as the English teacher of SMAN 1 Sambit Ponorogo
7. The researcher’s teachers and lecturers of Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies Ponorogo

Ponorogo, 4 November 2022

The researcher

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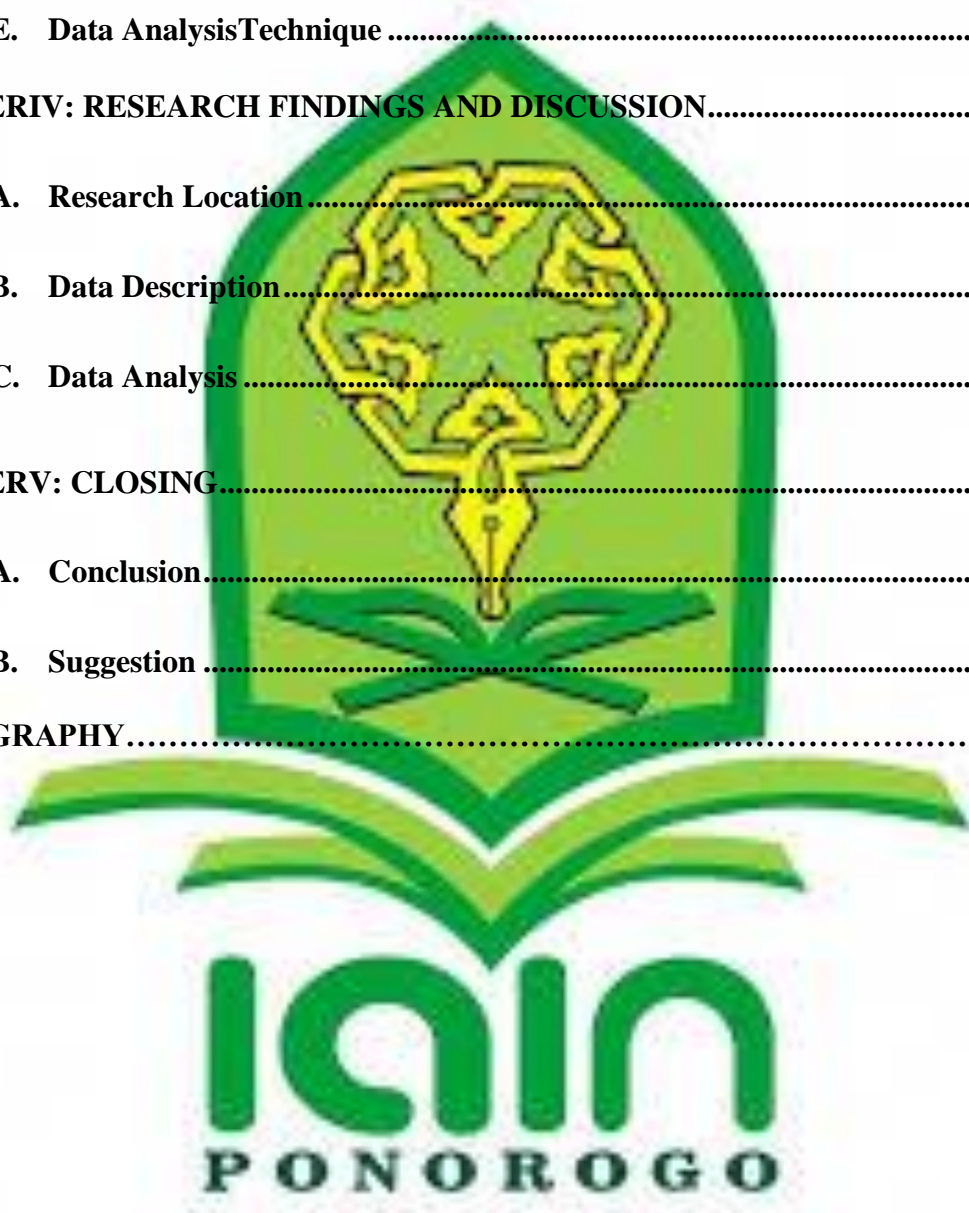
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CHAPTER I

INTRODUCTION

The first chapter is introduction that covers background of the study, scope and limitation of the study, research question, research objective, significance of the study, and organization of the study.

A. Background of The Study

Reading is one of the important skill to be learned and mastered by every individual. By reading, people can get information and more knowledge from books, magazines, newspaper and others. According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they get at it.¹ It's mean when people read, they must understand what they read or their activity is useless. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.²That means, reading is an activity or interaction between the reader and the text to get meaning of the text depends what the reader need.

David Nunan states that the goal of reading is comprehension.³ According to brassel and timothy, reading comprehension is the ability to take information from written text and do something with in a way that desmontrates knowledge or understanding of that information.⁴ It means that, reading comprehension is an activity to get some information from a text so that the reader can understand the knowledge and information that text. Reading comprehension as the process of students to build an understanding of the students in the meaning of a reading text, who then students can create meaning of themselves in accordance with their understanding from the text. Based on definition above, it can be

¹ Jeremy Harmer, *How to Teach English* (Cambridge: Longman Pearson, 2007),p.99

²David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill Companies, 2003), 68

³*Ibid.*, 68.

⁴Timothy Rasinski, et al., *Succesful Strategies for Reading in The Content Area* (New York:Pembroke Publisher,2004),18.

concluded that reading comprehension is a very important activity by the reader, as in reading the text we have to understand the contents of the text so that the reader can make the ideas, knowledge and can retrieve information in a text. So, reading comprehension is an important skill to get understanding students.

In the observation of the on September, there were several problems faced by students in learning English at SMA N 1 Sambit . The students lose their time because they are busy with difficult words and and the students do not understand the content of the text they read. Some of them think that reading is a boring activity and lack of interest in reading from students. When they read, they need to look at the books all the time and they feel sleepy when they are reading books.⁵These facts affect their reading activity and score. The fact that the writer found in the school was the texts and books used by teacher are not interesting.To overcome this problem, the teacher should use appropriate technique to make the students' reading comprehension better. Wallace states that the readers do not need to read every word in the text to be efficient readers.⁶It means that the readers only need to find information they need from the text without reading the whole text in order to make them able to manage their time effectively. There are some techniques that can be used to save the time. One of the techniques is scanning techniques.

A scanning technique is a technique which deals with the ability to find out the specific information in the text. Gellet suggests that the scanning technique is quickly going through a text to find a particular piece of information.⁷Besides that, the scanning technique is done to locate specifically required information. Thus, scanning technique deals with the readers' ability in finding certain information they need in the text without reading the whole of the text.

⁵ Based on observation at SMAN 1 Sambit in september

⁶ Michael J. Wallace, Study Skills in English, (Cambridge:Cambridge University Press, 2004), p. 10

⁷ Francoise Grellet, Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises, (Cambridge: Cambridge University Press, 1981), p. 4

Moreover, when doing the English examination, the students have to read the texts and the questions. They will not be able to answer the questions if they cannot read. So, the English teachers have to teach students how to read and comprehend it. When they are able to read and comprehend the texts in the examination, they will get higher score.

Since reading is important for students to acquire, every student must learn reading seriously and effectively. However, what the writer found in SMA Negeri 1 Sambit was that the students were not highly interested in reading books and texts. Some of them think that reading is a boring activity. When they read, they need to look at the books all the time and they feel sleepy when they are reading books. These facts affect their reading activity and score. The fact that the writer found in the school was the texts and books used by teacher are not interesting. Good model texts should be those which are interesting and good for students.

Therefore, the researcher use authentic material because with use authentic material the teacher can shows students the texts that are used in real situation correctly and appropriately. Using authentic material can add students' knowledge on how the native-like texts look like. In English learning activity, the teacher must make the students interested to read more. The authentic format and use of language in authentic materials will make students interested in reading those materials and comprehend the texts.

In this research choose descriptive text because the text is use in ten grade of senior high school curriculum. From the descriptions and some problems above the researcher want to know the effectiveness of scanning technique and authentic material to improve students' reading comprehension of descriptive text. The researcher will conduct this research with the title "The Effectiveness of Scanning Technique in Teaching Reading Comprehension at Tenth Grade Students of SMAN 1 Sambit Ponorogo".

B. Scope and Limitation of The Study

To avoid a deviation of the discussion, this study focused on some concerns identified as follows :

1. The subject of this study is at the Ten Grade Students at SMAN 1 Sambit in Academic Year 2020/2021.
2. The object of this study is the effectiveness of Scanning technique and authentic material for reading comprehension.
3. The material of this study in teaching reading is descriptive text using Scanning technique in authentic materials.

C. Research Question

Based on the background and the limitation of the research, the problem of this research as follows :

- Is there any significance difference in reading comprehension between students who are taught by using scanning technique and those who are not taught by using scanning technique at tenth grade students of SMAN 1 Sambit Ponorogo?

D. Research Objectives

Concerning with the problem statement above, the aim of the research is :

- To investigate the significance difference between students who are taught by using scanning technique and students who are not taught by using scanning technique on their reading comprehension at SMAN 1 Sambit Ponorogo.

E. Significances Of The Study

The study is expected to have both academic and practical contributions.

Academically :

1. To help teacher/researcher find out the alternative way and model of teaching English as foreign language, especially knowing the effectiveness of scanning

technique and authentic material on students' reading comprehension of descriptive text at ten grade students of SMAN 1 Sambit.

Practically :

1. The results of this research can give an alternative technique in teaching reading comprehension of descriptive texts for students.
2. The result can be used as a model to know the effectiveness of scanning technique and authentic material in teaching reading comprehension of descriptive text and without using scanning technique and authentic material in teaching reading comprehension of descriptive text.

F. Organization Of The Thesis

The researcher formulates this study into five chapters. These chapters are related one to another which has aimed to arrange the thesis easier. The organization of this thesis as follows:

Chapter I is Introduction. It consists of a background of the study, scope and limitation of the study, research question, research objective, significance of the study, and the organization of the research.

Chapter II discusses an overview of the previous studies, the theoretical background, the theoretical framework, and the hypothesis.

Chapter III is a research methodology. This chapter explains about research design, population, and sample, an instrument of data collection, the technique of data collection, and the technique of data analysis.

Chapter IV discusses the result of the study which contains the data description, data analysis, and discussion.

Chapter V is closing. This last chapter illustrates about conclusions of this study and the suggestions for the next researcher or readers.

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the researcher gives an overview of the previous studies, the theoretical background, the theoretical framework, and the hypothesis.

A. Previous Related Studies

Considering the topic discuss in this research, there are some studies related to the topic as follows :

The first one which was presented by Nur'aini Syarif Hidayatullah under the title, The Effectiveness Of Scanning Technique On Students' Reading Of Recount Text ,State Islamic University Jakarta 2016. Based on the data analysis which was explained at chapter IV, finally the writer took a conclusion of the research about the effect of using scanning technique toward students' ability in learning of recount text at MTS Al-Inayah Bogor as follows :

Scanning technique improves students' ability in answering the test of recount text. In addition, data taken from questionnaire reveal that students mostly respond scanning technique positively. The students claim that this technique offers interesting learning, gives new knowledge, and serves a new, simple, and practical way to answer the test of reading text, especially in recount text.

The hypothesis H_0 is rejected and H_a is accepted. It means that the use of scanning technique as a treatment in teaching how to answer multiple choices test of recount text to improve students' ability was effective. The t observed is 3.93. The writer found that $2,00 < 3.93 > 2,65$. It indicates that t observed is higher than that of t_{table} in significant 5% and 1%.

Related to this research, the previous research finding became a contribution and references to the researcher. The researcher realizes well that a successful teaching reading depending on the professional and technique used. From research that had been carried out with research that will be implemented there are some similarities that are used the same technique that is scanning technique.

Second, The Use Of Skimming And Scanning Techniques In Reading Comprehension For TOEFL of all the second year students of English Department at UIN Ar-Raniry Banda Aceh in the academic year of 2017/2018, presented by, Abdul Hadi Setiawan. Based on the data analysis which was explained at chapter IV, finally the writer took a conclusion of the research about the effect of skimming and scanning techniques in students' reading comprehension for TOEFL.

The hypothesis H_0 is rejected and H_a is accepted. It means skimming and scanning techniques were effective to improve the students' reading comprehension in TOEFL as could be seen from the scores of pre-test and post-test. The post-test got higher score than pre-test. Moreover the data from the questionnaire revealed that most of the students' responses were really excited and recommended that skimming and scanning techniques should be applied in teaching reading comprehension for TOEFL.

Another study related to this research was conducted by Rouzyta Adila Winisuda, School Of Teacher Training And Education Muhammadiyah University Of Surakarta 2016, with the title "The Implementation of skimming and scanning in teaching reading at SMPN 1 Ngrampal Sragen in 2015/2016 Academic Year". There are some conclusions related to this study, those are: The students' score of reading skill after being taught by using skimming and scanning technique is good because the mean of the total score of students is (81.2). There is any significant difference by which T-count (7.507) is bigger than T-table (2.021) of first grade students at SMP N 1 Ngrampal, Sragen in reading achievement before and after they are taught by using skimming and scanning technique in the class. Based on the explanation

above, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So, the using skimming and scanning technique can improve the students' reading skill in SMP Negeri 1 Ngrampal, Sragen.

The differences of this study from the above researches are as follows :

1. The objective of this research is different from the previous researches

The first previous research is focus on students' reading of recount text. Besides, the second one is to know the effect of skimming and scanning techniques in students' reading comprehension for TOEFL, and the third one is to know that skimming and scanning technique can improve the students' reading skill. It is different because the objective of this research is to look for a significant effect of scanning technique and authentic material in teaching reading comprehension of descriptive text.

2. The design of this research

The first previous research is a experimental research. Besides, the second one quasi-experimental but using single sample. It is different because this research uses quasi-experimental design used control and experimental class for sampling.

3. Then, the fourth previous study is to enhance students' participation and reading comprehension by using scanning technique because of this research on a preparatory school. It is different because this research aims to look for a significant effect of scanning technique and authentic material on students' reading comprehension.

B. Literature Review

1. Reading

a. Definition of reading comprehension

According to Sandra Silberstein, reading is a complex information processing skill in which the reader interacts with the text in order to (re) create

meaningful discourse.⁸ Reading is one of important skill in English. Without reading the reader can't understand about the information of the text. However, reading is a skill for reader in process of activity to get ideas and information to understand what they read.

Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction.⁹Anderson et al, defined reading as the process of making meaning from written text. It needs the harmony of a lot of related sources of information.

From explanation above, there are a lot definitions about reading. It can be concluded that reading is a process to understand the ideas between written and reader to get information and get conclusion from the text. In other word, the students are able to understand the text. It is one of ways to students get some of information.

b. Types of Reading

People read for many purposes, they must have different purposes when they read something. Because reading purposes are different, there must be some types of reading. Brown writes some types of reading as follows:

1) Perceptive

Perceptive reading task involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2) Selective

⁸Sandra Silberstein, Techniques and Resources in Teaching Reading, (New York: Oxford American English, 1994), 12.

⁹ H Douglas Brown , Language Assessment Principle and Class Room Practices, (New York: Longman, 2004), 189.

In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. a combination of bottom-up and top-down processing may be used.

3) Interactive

Reading is process of negotiating meaning: the reader brings to the text a set of schemata for understanding it and in take is the product of that interaction. Top-down processing is typical of such tasks, although some instances of bottom-up may be necessary.

4) Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is assumed for most extensive tasks.¹⁰

c. Reading Comprehension

Reading comprehension is achieved when the readers understand what the writer was trying to say .¹¹ When there is a meeting in mind between the writer and the readers, comprehension is occurred. The readers meet the message conveyed by the text, converse the text with their knowledge, process word and finally get what is intended by the writer. This kind of understanding could be achieved only by conducting reading comprehension process.

¹⁰ Brown, H.D. 2004. Teaching Language Assessment Principles and Classroom Practices. New York: Pearson Education, Inc.

¹¹ James P, Byrnes. 2008. Cognitive Development and Learning in Instructional Contexts. United States of America: Pearson Education. 201.

Davies state simply proposes a model of reading comprehension process.¹²

Based on his framework, reading comprehension employs some processes. Initially, the readers set up some expectations and ideas which are related to the texts they are going to read. Then, the readers identify the vocabularies, grammar and generic structure of the texts to help them understand the meaning. Besides, the readers should activate their background knowledge and link it to the topic of the texts.

Regarding to the theories above, it can be concluded that reading comprehension is the core of reading since it is intended to get the meaning of the texts. Reading comprehension does not occur in vacuum, it requires active interaction between the readers and the texts. The readers have to establish their reading purposes. Then, they bring their knowledge connecting with the topic of the texts, vocabularies, grammar and the text structure. The readers should also apply some strategies to deal with the texts. Finally, they are expected to establish their own argument to give responses toward the texts they have read and to make prediction about the texts.

1) Aspects of Reading Comprehension

According to Nuttal, there are five aspect of reading that should be mastered by the students to comprehend the text deeply, which is as follows:

a) Identifying Main idea

Determining idea is one of the most important skills in reading comprehension to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words. The main idea is important to a reader, because it tells what the story is mainly about. Without knowing the main idea, readers will not know the purpose of the text.

¹² Davies, P. 2002. Success in English Teaching. New York: Oxford University.90-91.

b) Identifying Information details

Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. Supporting details help the reader knowing more information about the main idea or subject of a passage. They are pieces of information that help the readers see the big picture in a text. Supporting details give readers the answers to questions they might ask before they ask them.

c) Determining Inference

Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the students take clues from a story plus what they already know from their own experiences to decide what the teacher means. The teacher will not always tell them everything, so they need to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading. As follow: a. Think about the type of information the teacher is giving. b. Think about how the topic of the text relates to own life or the experiences of students have had.

d) Understanding Vocabulary

The communication will success or not it depends on the accurate vocabulary understanding. It means that to comprehend what the words mean is important in vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

e) Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making reference easy to identify. Readers need to identify the reference of a pronoun when the referent appears recently in the text and has been mentioned earlier. It is the signal to readers find the meaning elsewhere in the text.¹³

2) The Kind of Reading Comprehension

Pearson and Nicholson categorized

Reading Comprehension into four categories namely, literal Reading Comprehension, interpretation Reading Comprehension, critical Reading Comprehension, and creative Reading Comprehension.

a.) Literal Reading Comprehension

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the type meaning questions: “What did little brother want to eat?” Giving the answer requires no thinking because there are the exact words given in the book. It is the simplest from locating in text because the information is stated directly in the text. Question assessing literal comprehension skills examine how well student can identify and understand information that is directly stated in a text.

b.) Interpretative Reading Comprehension

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense

¹³ Nuttal C, *Teaching Reading Skills In a Foreign Language*, (British Library Cataloguing in Publication Data, London : Heinemann, 1985), P. 71

broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension.

c.) Critical Reading Comprehension

The critical reading skill category is the one most directly in need of development in American life at the present time. According to Smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

d.) Creative Reading Comprehension

The term “creative reading” is frequently used in as broad a sense as “inferences,” “critical reading” and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.¹⁴

2. Reading Technique

Technique is a particular way of doing something especially one in which you have to learn special skills.¹⁸ Moreover, technique can be defined that “technique as a subordinate term to refer to various activities that either teachers or learners perform in the classroom and technique categorized into such areas as teaching speaking, listening, reading and writing”.¹⁹

¹⁴ Vila Pantan Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003), 9.

a. Choral Reading (CR)

Choral Reading means the teacher reads aloud the same text at the same time and students can hear the teacher's voice. Use various choir reading methods so students learn about various ways of expressing meaning. There are four types of choral reading :

- 1) Restraint, where the teacher reads most of the sentences and students read the refrain.
- 2) Reading the children's lines, each student reading certain lines, while the whole group reads the beginning and end of the selection.
- 3) Antiphonal or Dialog, Choral Reading is most appropriate for middle or secondary level students. This allows the reader to explore the tone and duration of the sound.
- 4) Simultaneous is the most difficult Choral Reading approach because the entire group speaks all sentences.²⁰

According to Mc Cormack and Pasquarelli , the benefit of choral reading is when choir children read a 200-word section, each student gets the same amount of practice. Students do not listen to each other or observe. If a student makes a mistake in reading, no one really knows. Choral Reading is also an excellent method for building prosody. As students listen to each other, students who have natural expressions and expressions will model these characteristics for others.

b. PORPE Method

PORPE is a method to study textbook materials in which the students create and answer essay questions. It can be a time-consuming process, but it is an excellent means for preparing for essay exam. There are five steps in this

learningstrategy.¹⁵

- 1) Predict: After reading the chapter, students predict possible essay questions from the information contained in the text. In the arrangement of these questions, the students should evade questions that begin with what, who, or when and do not include analysis. Some key question words are “explain”, “discuss”, “criticize”, “evaluate”.
- 2) Organize: Few days before the exam, the organization of information is needed to answer the predicted questions. The organization can be done by outlining or by other methods such as mapping. Main concepts and supporting details to answer the questions are highly recommended to be summarized. The more information is organized the more advantage can be taken to arrange the practice answers.
- 3) Rehearse: Teachers recite aloud the information and examine the students’ memory. Reciting aloud must be performed because the more senses that are involved in forming the memory the better understanding the students will get. This step helps students to place the key ideas, examples, and overall organization in students’ long-term memory.
- 4) Practice: In practicing, the students answer the students’ predicted essay questions from memory. The students can draft an outline of the essay or organize a complete answer.
- 5) Evaluate: Teachers evaluate the students’ work by asking the following question: Do have enough clear examples? Is my answer complete, truthful, and suitable? Is there anything I should study before taking the exam?

c. KWL Method

In recent times, an instructional method known as K-W-L, developed by

¹⁵Simpson, M.L., Stahl, N., & Hayes, C. PORPE: A research validation. *Journal of Reading*, (2000), 22-28.

ogle has been implemented in classrooms. Students apply higher-order thinking strategies which assist them to build meaning from what they read and help them examine their progress toward their goals. A worksheet is given to every student that includes columns for each of these activities. There are three steps for KWL reading method, those are:

1. Know

The learners are required to brainstorm on the target topic that they are start studying. The relevant keywords and the phrases in the topic about to be studied have to be listed to help guide the study. The relevant keywords can be found from a study group or in a classroom. The information found has to be listed on the 'Know' column. All the entries should then be organized into general categories on the column.

2. Want

Referring back to the 'Know' column, the learners are required to ask a series of questions on what they need to know about the subject. The students have to discuss what they want to learn before proceeding with any other steps. The questions should however be listed according to what you will learn and all the desired subjects listed on the 'Want to learn' column. All the desired subjects to be learnt should be entered as questions and prioritized .

3. Learned

The students should also list added information learned during the study. After completing the study, the students are required to list all the new things that they have learned. This can be done per section or on the completion of the whole process. The results should be checked against the 'Want' column to ensure that no single question went unanswered. Symbols should also be created to depict the surprising ideas, questionable ideas and

the unclear ideas .¹⁶

d. Skimming

According to Liao, skimming is reading technique in which the readers read the passage quickly and look through whole the passage to get the main ideas. The readers don't need to pay attention to the details.¹⁷

According to Wiriachitra and Apichattrakul ,there are three methods of skimming: preview, overview and survey.¹⁸

a. Preview Skimming

In this preview skimming, the readers read introductory information; the heading hand, subheading, and summary if are available. After this skimming, the readers should decide whether or not to read the material thoroughly and rapidly.

By previewing, the readers can find out whether the materials or article is written by a specialistin a certain field or whether it contains the information they are seeking.

b. Overview Skimming

Skimming to get an overview is an important skill for the readers. They will find skill of reading will be assigned and suggested that readers should improve understanding of their field. In overview, the readers can discover purpose and select the material and can find the special information for them

¹⁶ D.M,ogle . K-W-L: A teaching model that develops active reading of Expository text. *The reading teacher*, (2003),39.

¹⁷ Liao, G. (2011). On the development of reading ability. *Theory and Practice in Language Studies*,1(3), 302-305.

¹⁸ Wiriachitra, A. & Apichattrakul, C. (1999). How to read scientific and technical English understandingly. *English Teaching Forum*. 34(1)

c. Survey Skimming

Through a survey, the readers will get the general ideas of what the materials contain. It is important to remember that skimming is a skill that requires concentration. In other words, skimming is the skill that helpsthe readers discover the general ideas from the material. In addition, in a certain amount of practice is necessary in order to skim and fulfill the reader's purpose, so that by

learning to skim, the readers may develop the skill to strengthen the comprehension of the main ideas.

In conclusion, skimming is very useful to discover the fact as quickly as possible without wasting time. The purpose of skimming is only to find out information which is needed. Through skimming, we also can decide if readers are interested in reading the written materials in more detail or not.

e. Scanning Technique

According to Day and Bamford, they stated that scanning is the process of investigating, or checking by systematic search. In search and rescue operations, the scanner or observer visually searches the search area for distress signals or accident indications by using a systematic eye movement pattern.¹⁹

Richard and friends states that scanning is type of speed-reading technique which is used when the reader wants to located a particular piece of information without necessarily understanding the rest of a text or passage and the reader can study the text in more the detail. Reading more slowly and carefully and looking for specific information that they are interested.²⁰

The purpose of scanning is to extract specific information without reading through the whole text. The reader can use this strategy to look for the detail

¹⁹ Day and Bamford, *Extensive Reading in the Second Language Classroom*, (Britain: Cambridge University Press, 1998), p. 64

²⁰ Day and Bamford, *Extensive Reading in the Second Language Classroom*, (Britain: Cambridge University Press, 1998), p. 64

information in the text such as looking for the names or dates, finding the definition of a key concept, and listing a certain number of supporting details.²¹

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. We can find that scanning is the type of reading when reader wants to exam closely to look over quickly and systematically of left through hastily.

According to Arundel in Reading and Study Skill Lab (1999), there are step in scanning as follows:

1. Keep in mind at all times what it is readers are searching for. If they hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.
2. Anticipate in what form the information is likely to appear, numbers, proper nouns, etc.
3. Analyze the organization of the content before starting to scan.
 - (i) If material is familiar or fairly brief, you may be able to scan the entire article in a single search.
 - (ii) If the material is lengthy or difficult, a preliminary skimming may be necessary to determine which part of the article to scan.
4. Let your eyes run rapidly over several lines of print at a time.
5. When you find the sentence that has the information you seek, read the entire sentence.

The are some advantages of skimming and scanning techniques:

1. Scanning help the students only try to locate specific information.⁶³ It can help the students to locate particular information that is relevant to the study

²¹ Brown, D. H. (2001)Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains: Pearson Education Company. p.306

so the students avoid reading unnecessary material.

2. Scanning help the students to follow the linearity of the passage. It can help the students to scan the page or paragraph quickly by using peripheral vision.
3. Scanning help the students to used the time efficiently.⁶⁴ It can help to save time by quickly locating particular information that is relevant to the study.
4. Based on the statement above, by using scanning technique students can get the information of the text quickly and used the time efficiently.

3. Authentic Material

a. Definition of Authentic Material

Harmer explains that authentic materials are the language where no concessions are made to a foreign speaker. It contains the authentic language and reflects real-world uses of language compared with the contrived content. It means that the authentic materials are very interesting in the teaching and learning process especially reading.²²

Richard informs that the authentic materials are the use in the teaching of the texts, photographs, video selections and other teaching resources that are not specially developed instruction resources. It is preferred as authentic materials since it contains authentic language and reflect real-world used of the language.²³

Peacock state authentic materials is the materials that have been produced to fulfill some social purpose in the language community.²⁴ According to Morrow in Gilmore : “an authentic text is a stretch of real language, produced by a real

²² Harmer, J. 1998. *An Introduction to The Practice of English Language Teaching*.

England: Longman.

²³ Richard, J.C. 2001. *Curriculum Development in Language Teaching*. UK:Cambridge University Press.

²⁴ Peacock, Matthew. 1997. “*The Effect of Authentic Materials on the Motivation of EFL Learners*”. *ELT Journal*. Vol 51, pp. 146.

speaker or writer for a real audience and designed to convey a real message of sort.” Charlene Polio was referring to materials that were not created for language learning purposes. Instead, they were created with some

real-life goal for, generally, native speakers. They include both spoken and written language samples. Some obvious examples include magazine ads, movie reviews, television shows, conversations between native speakers, train schedules, nutrition labels, and so on, most of which can be found on the Internet.

Sources of authentic materials: Newspapers, menus, magazines, the Internet, TV programs, movies, CDs, songs, brochures, comics, literature (novels, poems and short stories), catalogues, leaflets, tickets, postcards, bills, receipts, wrappings, recipes, business cards, labels, stamps, etc.

b. The Strengths of Using Authentic Materials

According to the findings of the survey carried out by Chavez, learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use.²⁵It can be concluded that learners feel better with authentic materials helping them get involved in the “real” language as long

as we, as teachers, provide them with pedagogical support. There are some advantages in using authentic materials in classroom :

1. Students are exposed to real discourse. They are provided some examples of the use of real language. Students will know the examples of how the language they are learning in the classroom is actually used in the target culture.
2. Authentic materials keep students informed about what is happening in the world. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities.

²⁵ Chair, Catherine Snow. 2002. *Reading for Understanding*. Santa Monica: Rand.

3. Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.), basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect keywords).
4. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.
5. Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

C. CONCEPTUAL FRAMEWORK

Reading is an important skill because it functions as literacy skill. It means that when someone is going to master certain knowledge, the first thing he must do is to be able to read. By reading, someone will understand certain knowledge and he will get more knowledge.

Based on my observations at SMA Negeri 1 Sambit, reading students at SMA Negeri 1 Sambit especially of the ten grade students are low. During learning process there are some students also just passive and had less attention to the teacher's instruction in teaching reading activity. students' are too busy with the difficult words , limited time in reading descriptive text , they are too busy to read every word in the texts , teachers have limited time in giving feedback to the students in the class, the texts were not interesting.

The researcher thought to solve this problem we need use strategies that gives an opportunity to students to be active when learning process and make students interested in reading activity. The researcher using scanning technique and authentic material for teaching reading.

Based on explanation above, the researcher will use scanning technique and authentic material in teaching reading comprehension of descriptive text.

D. HYPOTHESIS

Hypothesis is simply an educated and testable guess about the answer to your research question. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. Hypotheses can take various forms, depending on the question being asked and the type of study being conducted. A key feature of all hypotheses is that each must make a *prediction*. Remember that hypotheses are the researcher's attempt to explain the phenomenon being studied, and that explanation should involve a prediction about the variables being studied.²⁶ From the explanation, the researcher takes the hypothesis that:

H₀ : Scanning technique is not effective in teaching reading comprehension at tenth grade students of SMAN 1 Sambit Ponorogo

H_A : Scanning technique is effective in teaching reading comprehension at tenth grade students of SMAN 1 Sambit



²⁶Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc., 2005), 8.

CHAPTER III

RESEARCH METHODS

The existence of the research method has the goal of guiding, the researcher to work systematically. The research methodology covers a set of research activities conducted by the researcher. It involves research design, population and sample, research instrument, the data collection technique, and the data analysis technique.

A. Research Design

In this study, the researcher used quantitative research methods, processing the data in the form of ratings and numbers. Quantitative research explains phenomena by collecting numerical data that are analyzed using mathematically sound methods, especially statistics. This means that researchers use statistical calculations to analyze the data. There are different research designs in the studies.

This study can be classified as an experimental study. Experimental studies manipulate and control causal variables and continue to monitor changes in outcome variables.²⁷ This means that researcher intentionally and systematically introduce changes and then observe the consequences of the changes.

There are different types of experimental research; some of them are truly experimental, quasi-experimental, and pre-experimental.²⁸ In this study, the researcher used a quasi-experimental and non-equivalent (pre-test and post-test) control group designs.

²⁷ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: UM Press, 2014), 92.

²⁸ Ibid

The design used in this study was a quasi-experimental design with a non-equivalent (pre-test and post-test) control group design. A quasi-experiment is an experimental design that does not use random assignment to groups for ethical or practical reasons, but instead uses a control method and manipulates independent variables. It is believed that this design meets the goals of this investigation to determine whether there are significant differences in student performance when using a particular treatment.

The non-equivalent (pre-test and post-test) control group design is a popular approach to quasi-experimental method. In this design, the experimental group and the control groups are selected without random assignment. Both groups take the pre-test and post-test. Only the experimental group received the treatment. The research design can be presented as follows:²⁹

Table 3.1

The Research Design

Subjects	Pre-test	Treatment	Post-test
Experimental Group	Y1	X	Y2
Control Group	Y3	-	Y4

Notes :

Y1 Pre-test for experimental

class Y2 Post-test for experimental

class Y3 Pre-test for controlclass

Y4 Post-test for experimentalclass

²⁹ John W. Cresweel, Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition (United Kingdom: Sage Publication, 2009), 160-161.

X Treatment by using scanning technique

Based on the above explanations, in this quasi-experimental study, two groups, the control group and the experimental group, were tested. The experimental group used scanning technology for special treatment. The control group used conventional technology without scanning technology. Traditional methods are not new methods that teachers usually teach in the teaching process, such as B. Using discussion skills, reading silently, instructing students to read aloud, and completing written exercises related to reading.

Here, both the experimental and control classes were prepared and followed up to see how well they understood the information contained in the readings. A pre-test before treatment puts students in the same state, assessing students' reading comprehension, and a post-test after treatment measures the effect of the treatment.

B. Population and Sample

1. Population

According to Fraenkel et al, “population refers to all the members of a particular group. It is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of a study”.³⁰ It means that population can be defined as all member of any well – defined class of people, events or object that have specific characteristic defined by the researcher to learn and to be deduced.

The population of this research is all of the tenth grade students of SMAN 1 Sambit Ponorogo academic year 2021/2022. The school has five classes of tenth grade with 128 students.

2. Sample

Sample can be defined as any part of population of individuals on whom information

³⁰ Jack R. Fraenkel, et al., How to Design and Evaluate Reseachr in Education (New York: MC-Graw Hill, 2012), 106.

is obtained”.³¹ From these statement, it can be stated that sample is a part of population and it must representative for research.

The researcher use probably sampling by using cluster random sampling. Cluster random sampling is a way to obtain sample by using groups as the sampling unit rather than individuals.³² Cluster random sampling by lottery was used to determine which one experimental class and control class. The researcher choosed this sampling technique because it was easier in the implementation and manageable than the others technique.

As mentioned earlier, there are five grades in tenth grade. Two of the five classes were selected as research samples. To select the sample, the researcher used previous midterm exam score that has ben done by teachers. Then, using the results of the midterm test, the researcher measured the class's average score to determine whether the class had the closest mean or had similar characteristics of capability.

The result found that there were only three classes that had similar ability. They were X IPA 1, X IPA 2 and X IPA 3 classes. Then, the researcher chosen two classes by using lottery technique. The result revealed that class X IPA 1 became an experimental class and class X IPA 2 as a control class. Meanwhile, class X IPA 3 was used as a validity class. Validity class was used to conduct the test. So, before the data was tested to experiment class and control class, it should be tested for its validity.

C. Instrument of Data Collection

The research instrument that will used to collect data in this research is written test. The form of the test is multiple-choice which consists of twenty items. The test will be done into two part; pre-test and post-test. Pre-test was given to know the results of the value and condition from students before getting the treatment. While post-test was given to know the results of the students' value and condition after getting the treatment.

³¹ Ibid

³²Jack R. Fraenkel, et al., How to Design and Evaluate Research in Education, 106.

The instruments of the research are chronologically present as follow:

1. ThePre-test

Before giving treatment, the researcher gave a pre-test to the students. It consists of 20 items and the students must answer those questions. It aims to find out the students' achievement on reading comprehension before using the scanning technique and authentic material at tenth grade students of SMAN 1 Sambit Ponorogo.

2. ThePost-test

After given the treatment, the researcher gave post-test to the students with the same number of items with pre-test. It consists of 20 items of multiple choices. It is given in order to know the score of students achievement after the students taught using scanning technique and authentic material.

D. Data Collection Technique

1. Documentation

Document is an instrument for measuring the quantitative data. Documentary is a type of technique to get the data about thing or variable which are book, notes, and transcript. In this research, the researcher used documentation to support the data about the students' test results (score) on students' reading comprehension of descriptive text of class X IPA 1 and X IPA 2. The other documents were lesson plan, photos while teaching and learning process and attendance list.

2. Testing

There are two types of tests in research, pre-test and post-test. The pre-test was taken before the researchers treated the students, and the post-test was taken after the researchers treated the students. Students were given authentic descriptive texts and had to answer questions. The mean of the post-test was compared with the mean of the pre-test. The objective was to

determine the effectiveness of the use of scanning technology and authentic materials on students' reading comprehension of descriptive texts.

Test types include multiple-choice questions consisting of 25 questions. In addition, to obtain a good instrument, it needs to be constantly tested through validity and reliability tests.

3. Validity

Validity was defined as the extent to which an instrument measured what it claimed to measure. The method used in measuring the validation of the instrument is called content validity. The method were analyzed to find out whether the test is good to be used or not.

According to Gronlund, by far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Information:

r_{xy} :Coefficient correlation between variable x and y

N :Total respondent

$\sum XY$:Total product score with score total

$\sum X$:scores item total

$\sum Y$:scores total

$(\sum X^2)$:quadrate score item total

$(\sum Y^2)$:quadrate score total

To measure the validity of instrument of research, the researcher put the total sample 30

respondents. The researcher gave 20 multiple choice questions for this class. So, the researcher calculated the validity test from the result of multiple choice questions. From the result calculation item validity instrument, could be shown as follow

Table 3.3

The Result of Validity Calculation

Item	"r" Calculate	"r" Index	Criteria
1	0,652	0,361	Valid
2	0,627	0,361	Valid
3	0,712	0,361	Valid
4	0,606	0,361	Valid
5	0,633	0,361	Valid
6	0,673	0,361	Valid
7	0,606	0,361	Valid
8	0,738	0,361	Valid
9	0,619	0,361	Valid
10	0,619	0,361	Valid
11	0,816	0,361	Valid
12	0,647	0,361	Valid
13	0,619	0,361	Valid
14	0,619	0,361	Valid
15	0,738	0,361	Valid
16	0,416	0,361	Valid
17	0,647	0,361	Valid

18	0,416	0,361	Valid
19	0,633	0,361	Valid
20	0,451	0,361	Valid

4. Reliability

A reliable test is consistent and dependable if you give the same of test to the same student or matched students on two different occasions, the test should yield similar result. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test.³³

According to James Dean, reliability is the extent to which the result can be considered or stable³⁴. In reliability by K-R. 20 (Kuder-Richardson 20) formula as follow:³⁵

$$r_{xx} = \frac{K}{K-1} \left(\frac{s_x^2 \sum pq}{s_x^2} \right)$$

Information:

r_{xx} :reliability of the whole test

K :Number of items on the test

s_x^2 :variance of scores on the total test (acquired standard deviation)

P :Proportion of correct responses on a single item

Q :Proportion of incorrect responses on a single item

In this research, to measure reliability of reading comprehension multiple choice test,

³³ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, (London and New York: Routledge, 2007), 283.

³⁴James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment*, (New York: McGraw-Hill ESL/ELT, 2005), 175

³⁵ James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment*, (New York: McGraw-Hill ESL/ELT, 2005), 175

the researcher employ SPSS 23 program for windows.

Table 3.4

The Result of Reability Calculation.

Reliability Statistics

Cronbach's Alpha	N of Items
.938	20

E. Data Analysis Technique

After collecting the data by giving students a pre- and post-test, the researchers analyzed the data. The results of pretest and posttest were analyzed using t-test. Data were analyzed using tests of normality and homogeneity before using the t-test.

1. Assumption

After the pre-test and the post-test were given to the students, the results of both test was analyzed with assumption test. The test were normality and homogeneity. There are:

a. Normality Test

Normality test is used to know the data from both group is normal or not, which examined comes from the population or distribution.³⁶ In this research, the researcher used SPSS 23 program for windows to calculate the normality test.

b. Homogeneity

Homogeneity test was used to know the similarity of the populations. Homogeneity test was used to know before comparing. some groups. In this research, the researcher used SPSS 26 program for windows to calculate the homogeneity test in the significance of 5% or 0.05.³⁷

³⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), 20-21.

³⁷ RetnoWidyaningrum, *Statistika* (Yogyakarta: PustakaFelicha, 2014), 212.

Calculated SD formula:

$$SDx = \sqrt{\frac{\sum fx^2}{nx} - \left(\frac{\sum fx}{nx}\right)^2}$$

$$SDy = \sqrt{\frac{\sum fy^2}{ny} - \left(\frac{\sum fy}{ny}\right)^2}$$

Explanation:

SD : standar deviation

f : difference between pre and post-test

n : number of students

The criteria to determine the homogeneity test are:

- a. If t value was lower than α (t value $< \alpha$), it means the data are not homogeny
- b. If t value was higher than α (t value $> \alpha$), it means the data are homogeny

2. Testing Hypothesis

When the computation result of normality the data are in normal distribution, it can be continued to the next step, testing hypothesis which have been proposed in the previous chapter. In this study, there are two hypothesis that should be tasted.

To decide whether H_0 is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypothesis can be drawn based on the result of the computation. The H_0 will be accepted if the t value is higher than t table meanwhile, the H_a will be accepted if the t table is lower than t_{table} .³⁸

³⁸ Andhita Dessy Wulansari, *Aplikasi Statistika Parametrik dalam Penelitian*, (Yogya:Putaka Felicia, 2016),151.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discuss about general findings, data description, data analysis, and discussion also the interpretation.

A. Research Location

This research was conducted at SMAN 1 Sambit Ponorogo in academic year 2021/2022. The location of SMAN 1 Sambit Ponorogo is located on the Jl. Ponorogo-Trenggalek, Ds. Besuki, Kec. Sambit, Kab. Ponorogo.

1. History Background of SMAN 1 Sambit

Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia NO. 0601/0/1985 concerning the Opening, Unification, and Enrollment of Senior High Schools decided that as of July 1, 1985, SMA Negeri 1 Sambit Ponorogo was established. This decision was made in Jakarta on November 22, 1985. The village head of Besuki and Mr. Beni Soepeno, with the community supported the existence of a new senior high school level. Mr. Beni Soepeno is trying to find farmers' rice fields in Ngadinoyo hamlet, Besuki Village, Sambit District. This land by the community is called the Sedono rice field. The owner of this rice field is more than one person, but the land acquisition is going smoothly. Geographical and strategic location on the edge of the Ponorogo-Trenggalek highway, which later became SMA Negeri 1 Sambit Ponorogo.

At the beginning of the establishment of the Sambit State High School in sambit, it had three classrooms, one principal's room, one teacher's room, one administration room, one skills room, one BP room, a warehouse for teacher toilets, and student

toilets. at that time there was no electricity, telephone and also no fence. the condition of the land still looks dry rice fields. At the beginning, Mr. Poedjono planted a cypress tree as a sign of the existence of SMA Negeri 1 Sambit Ponorogo. SMA Negeri Sambit is a filial of SMAN 1 Ponorogo, after boyong became independent SMA Negeri 1 Sambit Ponorogo.

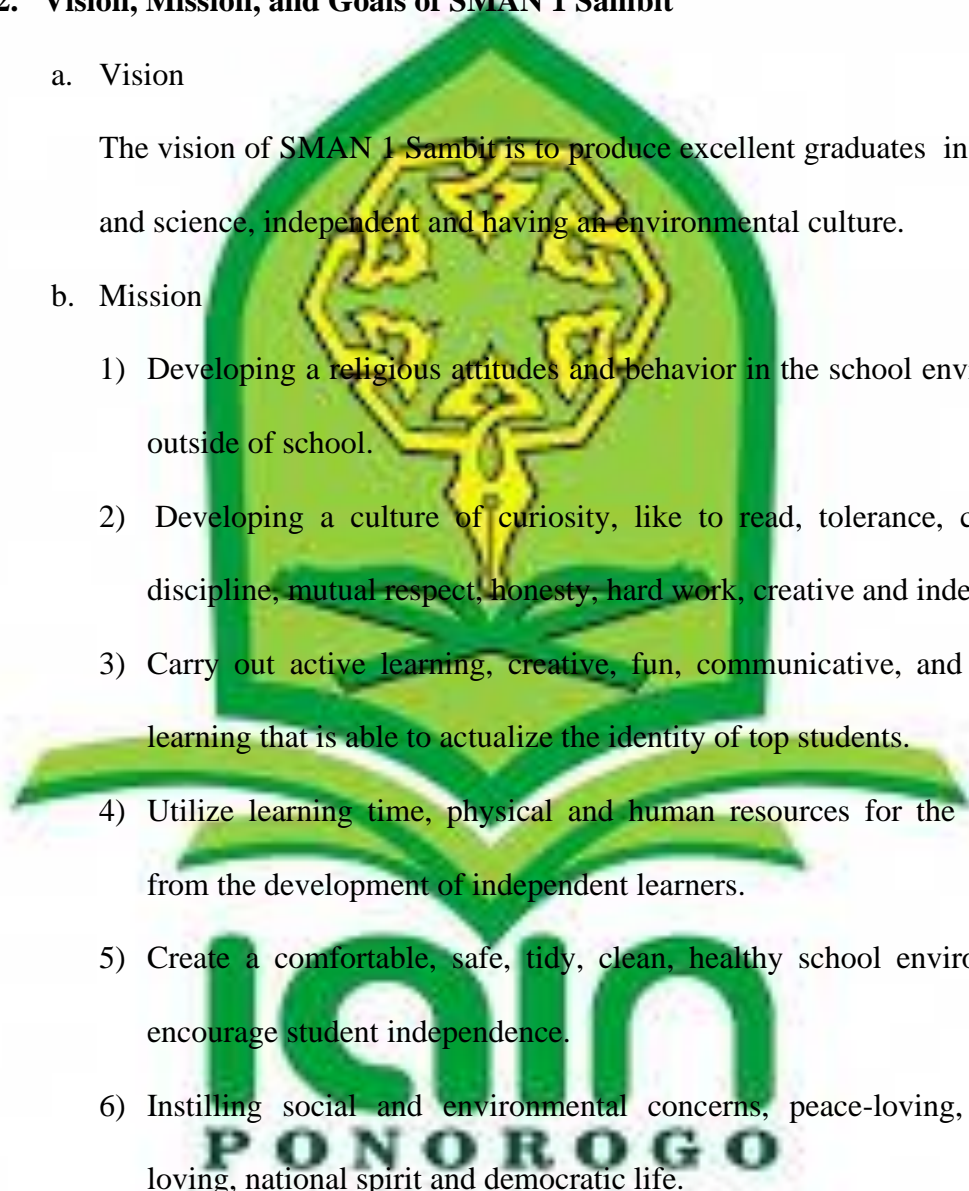
2. Vision, Mission, and Goals of SMAN 1 Sambit

a. Vision

The vision of SMAN 1 Sambit is to produce excellent graduates in technology and science, independent and having an environmental culture.

b. Mission

- 1) Developing a religious attitudes and behavior in the school environment or outside of school.
- 2) Developing a culture of curiosity, like to read, tolerance, cooperation, discipline, mutual respect, honesty, hard work, creative and independent.
- 3) Carry out active learning, creative, fun, communicative, and democratic learning that is able to actualize the identity of top students.
- 4) Utilize learning time, physical and human resources for the best results from the development of independent learners.
- 5) Create a comfortable, safe, tidy, clean, healthy school environment and encourage student independence.
- 6) Instilling social and environmental concerns, peace-loving, homeland-loving, national spirit and democratic life.
- 7) Implementing environmental protection and management programs that are integrated with school curriculum development.
- 8) Implementing participatory, transparent, and accountable management, so that it becomes a school as the choice of the community.



B. Data Description

The researcher used quasi experimental research design in this research. Population of this research was the tenth grade students SMAN 1 Sambit Ponorogo in the academic year 2021/2022. The researcher took two classes as a sample, the first class as experimental class to be given pre test, treatment and post test. For the second class as control class, the researcher given pre test and post test without treatment. These classes are X IPA 1 for experimental class and X IPA 2 as control class.

The students were taught by using scanning technique in the experimental class (X IPA 1). Then, in the control class the students were taught by teacher's lecturing as normally. The first, the researcher gave pretest to the both of classes, the second the researcher applied treatment using scanning technique to the experimental class and without scanning technique to the control class. At the end of research, the researcher compares the score on students' reading comprehension by using scanning technique and score students' reading comprehension by using teachers' lecturing normally.

1. Schedule of the Research

The researcher used two groups pre test and post test in this research for tenth grades. The schedule of the experimental class, the researcher was requires four meetings. The first meeting was pre-test, the second and third meeting was treatments by using scanning technique and the fourth meeting was post-test. Furthermore, in the control class, the schedule of control class is same as the experimental class. The students were given pre-test on first meeting, the second and third meeting were given treatments by using teaching lecturing and the fourth meeting was post-test. The schedule of experimental and control classes can be seen in the table below.

Table 4.1

Research Schedule Of Experimental class

Date	Activities
September,02 nd 2021	Pre-test
September,06 th 2021	First treatment
September,13 th 2021	Second treatment
September,15 th 2021	Post-test

Table 4.2
Research Schedule of Control Class

Date	Activities
September,07 th 2021	Pre-test
September,09 th 2021	First treatment
September,14 th 2021	Second treatment
September,17 th 2021	Post-test

2. Teaching Procedures in Experimental and Control Class

In this research, the researcher took X IPA 1 class as the experimental class and X IPA 2 class as the control class.

a. Teaching Procedures to Experimental Class

The following are the detail of each meeting in experimental teaching :

1. The First Meeting

At this meeting, the researcher introduced himself and explained to the students the purpose of his attendance. The researcher asked the students how they were doing and what

they had learned from the last session. The researcher then explained what they would learn over the next three lessons. In addition, the researcher gave them a pre-test form to know the students' condition before researcher applying the treatment and gave them clear instructions to understand their abilities before treatment. At this meeting, the researcher gave students a reading comprehension test of descriptive texts. The exam must be completed within 50 minutes according to the time specified in the exam. At the end of the course, researcher conclude the course by sharing completed material and asking them to review what they have learned.

2. The second meeting

The researcher came to the class and greeted the students to start the second meeting. Furthermore, the researcher introduces and explains about scanning technique using descriptive text. But before that, the researcher provided them with handouts or paper sheets on definitions, procedures, and examples of scanning techniques using descriptive text. Then we started to review and discuss the question that given in the previous meeting by applying scanning techniques.

3. The Third meeting

This meeting is the last treatment in experimental class. The researcher did the same activity as the second meeting. The researcher continued to review and discuss the previous question. Most of them begin to know how to use scanning techniques to answer the main idea questions in the reading section of descriptive texts. They can choose the correct answer by going through the text in a short time. In addition, they can also find the specific word posed in the question by scanning the provided keywords.

4. The fourth meeting



At the final meeting, the researcher gave them a post-test to see how they improved after the treatment, as a comparison to the pre-test. Before that, the researcher explains how to do the post test to the students.

Scanning involves three steps: determine what keywords to look for, look quickly through the text for those words, then read the sentences around them to see if they provide the information being sought.

b. Teaching Procedure to Control Class

This research takes VIII A as the control class, using conventional methods such as : use discussion technique; instruct students to read aloud; use silent reading; and complete written exercises for reading. Efforts are made to make the teaching process natural, so that students' learning outcomes truly describe students' abilities.

The researcher recruited 25 Class X MIPA 2 students for a pre- and post-test. The class has four meetings. The process of the control class is the same as that of the experimental class. There are pre-tests, first, second and third routine methods and post-tests.

The materials taught to students are the same as in the lab class. This is one of the principles of experimental research, treating the same material differently. Not only in terms of materials, but also in terms of pre-test and post-test.

The traditional method is not a new method taught by teachers in the process of teaching and learning, that is, the discussion method. Therefore, students are familiar with the method. This is a great way for teachers to impart knowledge to students. But some downsides of this approach are that students are bored and uninterested. There are several steps in the teaching and learning process of the traditional method, which are:

a. Each student receives a reading text.

b. Students read the text.

c. Students find difficult words from the text dictionary.

d. Students answer the exercises.

e. The teacher explains and discusses the text with the students.

From the above results, it can be concluded that the traditional method is a good way for teachers to impart knowledge to students, it is a simple and familiar method, but students get bored and rarely think critically.

3. Students Reading Comprehension Score of Experimental Class (X MIPA 1)

The result of students reading comprehension score of pre test and post test for student who used scanning technique for teaching reading comprehension are show below :

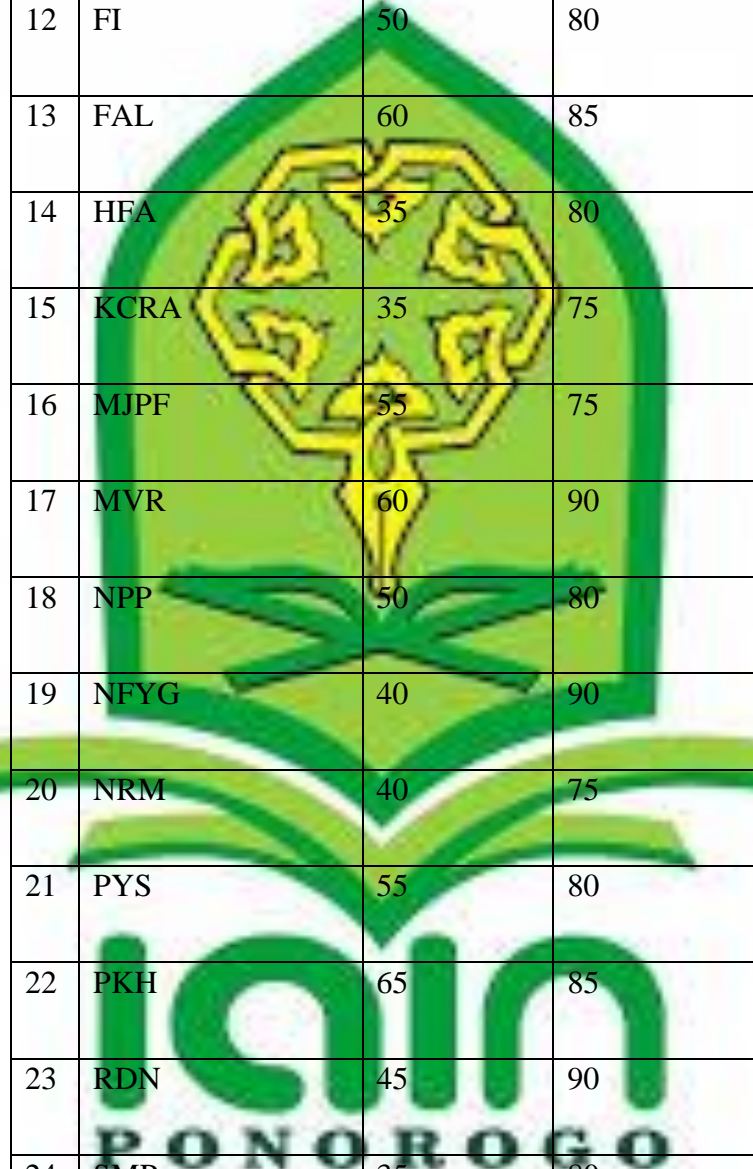
a. The Pre-test Scores of Experimental Class (X MIPA 1)

The data of pre-test scores of experimental class can be see in the table below :

Table 4.3

The Students' Score of Experiment Class

No	Name	PRE-TEST	POST-TEST
1	ABDURROHIM	65	90
2	AFFS	55	85
3	AK	35	75
4	BNA	35	70
5	BAP	40	85
6	CNS	60	85
7	DAF	40	90



8	EZ	50	85
9	ECP	55	90
10	ES	45	75
11	WBP	65	95
12	FI	50	80
13	FAL	60	85
14	HFA	35	80
15	KCRA	35	75
16	MJPF	55	75
17	MVR	60	90
18	NPP	50	80
19	NFYG	40	90
20	NRM	40	75
21	PYS	55	80
22	PKH	65	85
23	RDN	45	90
24	SMP	35	80
25	SNK	65	80
Total		1235	2070

Mean	49,4	82,8
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As can be seen from Table above, the highest score for the pre-test of the experimental class is 65 points, and the lowest score for the pre-test is 35 points. The highest post-test score for the experimental class is 90, and the lowest post-test score is 70 for the experimental class. Then the average pre-test score is 49.4, and the post-test average score is 82.8. the result of students' scores in the experimental class can be seen in the table below :

Table 4.4
Frequency Distribution of Pre-Test in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 35.00	5	19,2	19,2	19,2
40.00	4	15,4	15,4	34,6
45.00	3	11,5	11,5	46,2
50.00	3	11,5	11,5	57,7
55.00	4	15,4	15,4	73,1
60.00	3	11,5	11,5	84,6
65.00	4	15,4	15,4	100,0
Total	26	100.0	100.0	

From the table above, can be seen that there are various score of the students' reading comprehension. There was 19,2% or 5 students got pre-test score 35, 15,4% or 4 students got pre test score 40, 11,5% or 3 students got pre-test score 45, 11,5% or 3 students got pre test score 50, 15,4% or 4 students got pre-test score 55, 11,5% or 3 students got pre-test score 60, 15,4% or 4 students got pre-test score 65.

Based on the table above it, the histogram can realized like below :

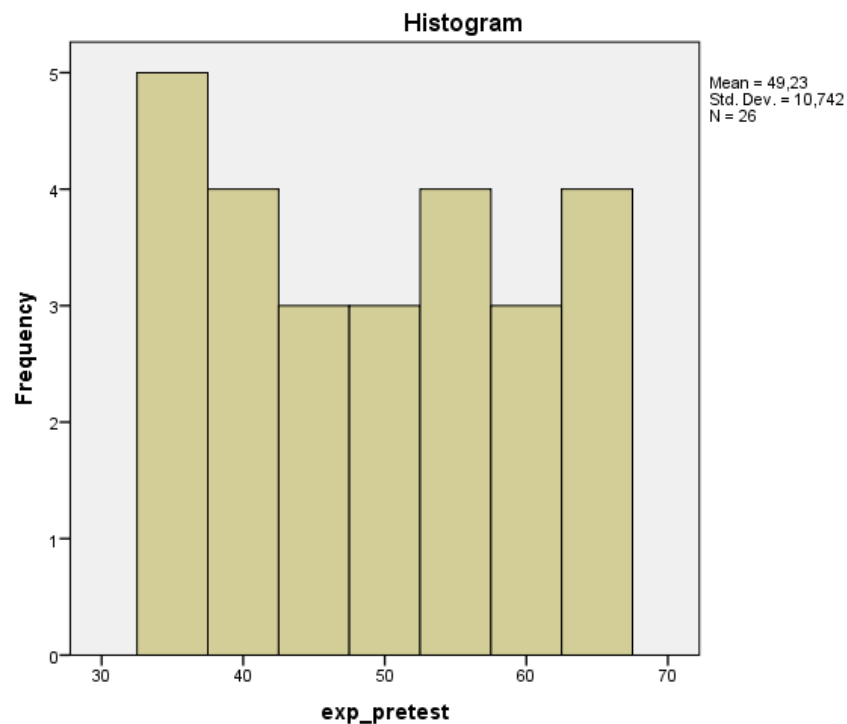


Figure 4.1

Histogram for Pre-Test in Experimental Class (X MIPA 1)

Based in histogram above, can be seen that Mean = 49,23 and Standard Deviation = 10,742. To determine the category of students' reading comprehension was goo, medium or low, the researcher made score group using standard as follows :

1. Pre-test score less than $M-1.SD$ ($49,23-10,742 = 38,488$) for category low.
2. Pre-test score between $M-1 . SD$ ($49,23-10,742 = 38,488$) to $M+1. SD$ ($49,23+10,742 = 59,972$) for category medium.
3. Pre-test score more than $M+1. SD$ ($49,23+10,742=59,972$) for category high.

According to the above results, it can be seen that the category with a score lower than 38,488 is a low score, and the pre-test score is between the two. 38,488 to 59,972 are classified as moderate, and pretest values over 59,972 are classified as good. The categories pre-test score from the explanation above can be define clearly with table below :

Table 4.5

The Categorization of Students' Pre-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1.	Less than 38	5	19.2%	Low
2.	Between than 38-59	14	53.58%	Medium
3.	More than 59	17	27%	High
Total		27	100%	

Based on table can be seen that the pre-test score students' reading comprehension in the experimental class was in the percentage of 19.2% is category low, in the percentage of 53.58% is category medium, while in the percentage 27% is category high.

Table 4.6

Frequency Distribution of Post-test in Experimental Class

exp_posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	1	3,8	3,8	3,8

75	5	19,2	19,2	23,1
80	6	23,1	23,1	46,2
85	7	26,9	26,9	73,1
90	6	23,1	23,1	96,2
95	1	3,8	3,8	100,0
Total	26	100,0	100,0	

As can be seen from table ,there are different values for students' reading comprehension. 3.8% or 1 student scored 70, 19.2% or 5 students scored 75, 23.1% or 6 students scored 80, 26.9% or 7 students scored 85, 23.1% or 6 students scored 90, 3.8% or 1 student scored 95.

From the table ,the histogram figure can seen as follow below :

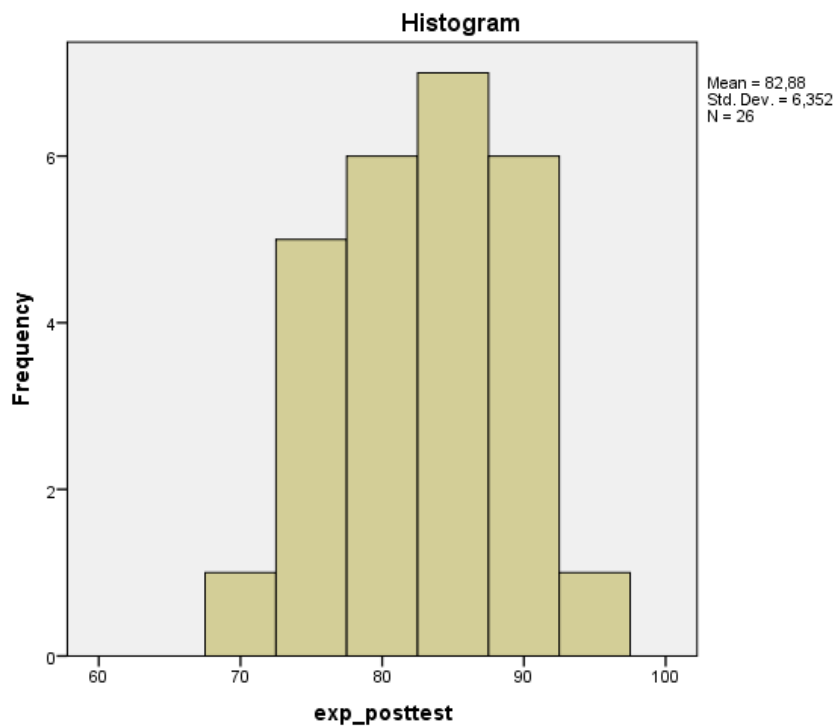


Figure 4.2

Histogram figure for Post-Test Experimental Class (X MIPA 2)

Based on histogram above, can be seen that Mean = 82.88 and Standart Deviation = 6.352. to determine the category of students' reading comprehension was high, medium or low, the researcher divided the grouped scores using the standart as follows :

1. Pre-test score less than $M-1.SD$ ($82.88 - 6.352 = 76.528$) for category low.
2. Pre-test score between $M-1 . SD$ ($82.88 - 6.352 = 76.528$) to $M+1. SD$ ($82.88 + 6.352 = 89.232$) for category medium.
3. Pre-test score more than $M+1. SD$ ($82.88 + 6.352 = 89.232$) for category high.

According to the above results, it can be seen that the category with a score lower than 76.528 is a low score, and the pre-test score is between the two. 76.528 to 89.232 are classified as moderate, and pretest values over 89.232 are classified as good. The categories post-test score from the explanation above can be define clearly with table below :

Table 4.7

The Categorization of Students' Post-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1.	Less than 76	6	23%	Low
2.	Between than 76 - 89	13	50%	Medium
3.	More than 89	7	26.9%	High
Total		26	100%	

Based on table can be seen that the post-test score students' reading comprehension in the experimental class was in the percentage of 23% is category low, in the percentage of 50% is category medium, while in the percentage 26.9% is category high.

4. Students Reading Comprehension Score of Control Class (X MIPA 2)

The result of students reading comprehension score of pre test and post test for students who were not used scanning technique for teaching reading comprehension are show below :

Table 4.8
The Students' Score of Control Class

No	Name	PRE-TEST	POST-TEST
1	AHAS	55	60
2	ANPR	35	55
3	AMH	35	60
4	AFA	45	65
5	AR	40	60
6	COK	45	55
7	DSW	50	55
8	ERSN	50	65
9	EA	45	60
10	EFB	60	55
11	FAA	30	45
12	FKS	40	65

13	FV	30	50
14	HAB	60	65
15	MNA	50	65
16	MI	45	70
17	MDM	55	60
18	NPPD	40	55
19	NSK	55	55
20	PAT	45	50
21	RM	55	65
22	SEPTIYARINI	50	70
23	SAYA	30	40
24	TW	35	55
25	WNH	45	60
TOTAL		1125	1460
MEAN		45	58.4

As can be seen from table above, the highest score for the pre-test of the control class is 60 points, and the lowest score for the pre-test is 30 points. The highest post-test score for the experimental class is 70, and the lowest post-test score is 40 for the control class. Then the

average pre-test score is 45, and the post-test average score is 58.4. the result of students' scores in the control class can be seen in the table below :

Table 4.9

Frequency Distribution of Post-test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30.00	3	12.0	12.0	12,0
35.00	3	12.0	12.0	24,0
40.00	3	12.0	12.0	36,0
45.00	6	24.0	24.0	60,0
50.00	4	16.0	16.0	76,0
55.00	4	16.0	16.0	92,0
60.00	2	8.0	8.0	100,0
Total	25	100.0	100.0	

From the table above, can be seen that there are various score of the students' reading comprehension. There was 12.0% or 3 students got pre-test score 30, 12,0% or 3 students got pre test score 35, 12,0% or 3 students got pre-test score 40, 24.0% or 6 students got pre test score 45, 16.0% or 4 students got pre-test score 50, 16,0% or 4 students got pre-test score 55, 8.0% or 2 students got pre-test score 60.

From the table, the histogram figure can be seen as follow below :

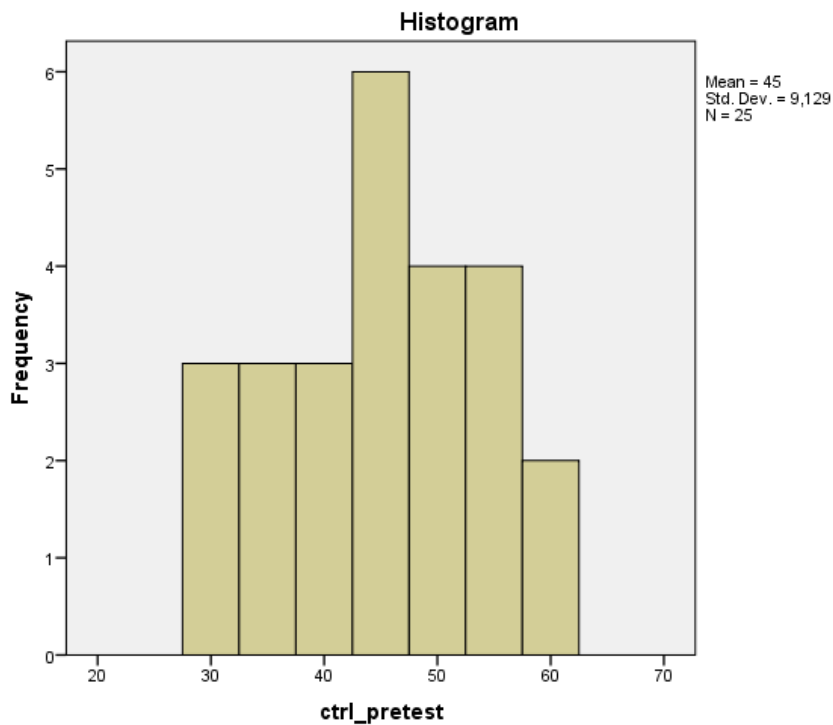


Figure 4.3

Histogram for Pre-Test in Control Class (X MIPA 2)

Based on histogram above, can be seen that Mean = 45 and Standart Deviation = 9.129. to determine the category of students' reading comprehension was high, medium or low, the researcher divided the grouped scores using the standart as follows :

1. Pre-test score less than $M-1.SD$ ($45 - 9.129 = 35.871$) for category low.
2. Pre-test score between $M-1 . SD$ ($45 - 9.129 = 35.871$) to $M+1. SD$ ($45 + 9.129 = 54.129$) for category medium.
3. Pre-test score more than $M+1. SD$ ($45 + 9.129 = 54.129$) for category high.

According to the above results, it can be seen that the category with a score lower than 35.871 is a low score, and the pre-test score is between the two. 35.871 to 54.129 are classified as moderate, and pretest values over 54.129 are classified as good. The categories post-test score from the explanation above can be define clearly with table below :

Table 4.10

The Categorization of students' Pre-Test in Control Class (X MIPA 2)

No	Score	Frequency	Percentage	Category
	Less than 35	3	12.0%	Low
	Between than 35 – 45	12	48.0%	Medium
	More than 45	10	40.0%	Good
Total		25	100%	

Based on table can be seen that the post-test score students' reading comprehension in the control class was in the percentage of 12.0% is category low, in the percentage of 48.0% is category medium, while in the percentage 40.0% is category good.

Table 4.11

Frequency Distribution of Post-Test in Control Class (X MIPA 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid40.00	1	4,0	4,0	4,0
45.00	1	4,0	4,0	8,0
50.00	2	8,0	8,0	16,0

55.00	7	28,0	28,0	44,0
60.00	6	24,0	24,0	68,0
65.00	6	24,0	24,0	92,0
70.00	2	8,0	8,0	100,0
Total	25	100.0	100.0	

From the table above, can be seen that there are various score of the students' reading comprehension. There was 4.0% or 1 students got pre-test score 40, 4.0% or 1 students got pre test score 45, 8.0% or 2 students got pre-test score 50, 28.0% or 7 students got pre test score 55, 24.0% or 6 students got pre-test score 60, 24.0% or 6 students got pre-test score 65, 8.0% or 2 students got pre-test score 70.

From the table, the histogram figure can be seen as follow below :

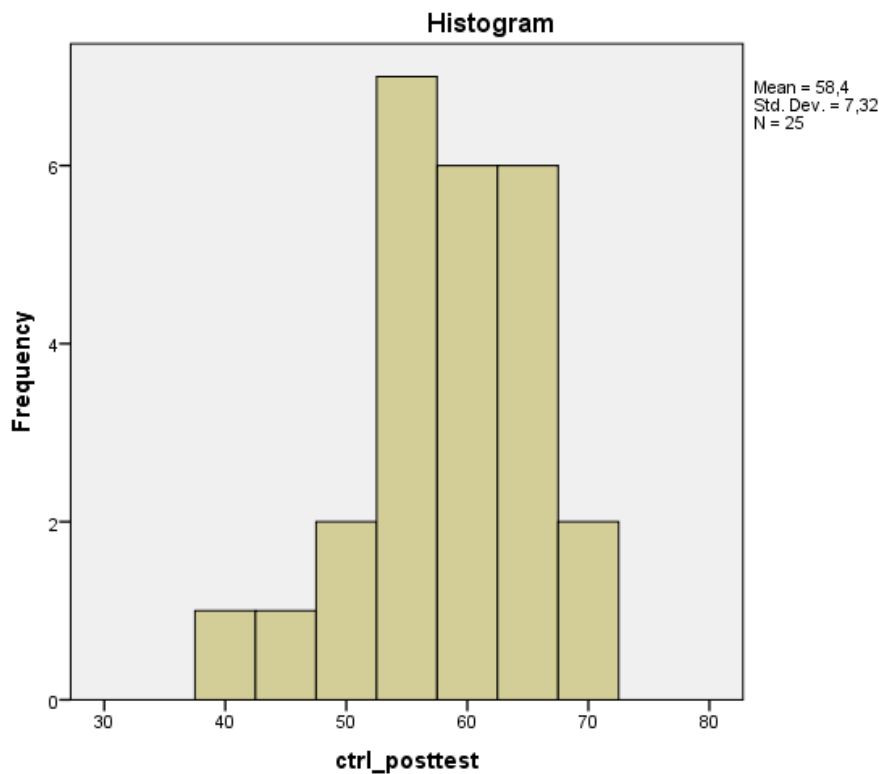


Figure 4.4

Histogram for Post-Test in Control Class (X MIPA 2)

Based on histogram above, can be seen that Mean = 58.4 and Standart Deviation = 7.32. to determine the category of students' reading comprehension was high, medium or low, the researcher divided the grouped scores using the standart as follows :

1. Pre-test score less than $M-1.SD$ ($58.4 - 7.32 = 51.08$) for category low.
2. Pre-test score between $M-1 . SD$ ($58.4 - 7.32 = 51.08$) to $M+1. SD$ ($58.4 + 7.32 = 65.72$) for category medium.
3. Pre-test score more than $M+1. SD$ ($58.4 + 7.32 = 65.72$) for category high.

According to the above results, it can be seen that the category with a score lower than 51.08 is a low score, and the pre-test score is between the two. 51.08 to 65.72 are classified as moderate, and pretest values over 65.72 are classified as good. The categories post-test score from the explanation above can be define clearly with table below :

Table 4.12

The Categorization of Students' Post-Test in Control Class (X MIPA 2)

No	Score	Frequency	Percentage	Category
	Less than 51	4	16.0%	Low
	Between than 51-65	19	76.0%	Medium
	More than 65	2	8.0%	Good
Total		25	100%	

Based on the table above, can be seen that the students' reading comprehension score

of post-test in the control class was in the percentage of 16.0% is categorized low, the the percentage of 76.0 % is categorized medium, while in the percentage of 8.0 % is categorized good.

C. Data Analysis

Collected data were tested using a 't-test' comparison formula to determine if a significant difference between two variables was required. Data must comply with assumptions of normality and homogeneity before testing hypotheses. Therefore, tests for normality and homogeneity are provided.

1. Assumption Test

The data must fulfill the assumption in which the data must be distributed normally and homogenous before testing the hypothesis.

a. Normality Test

Anormalitytestisusedtodeterminewhetherthedataisnormallydistributedorabnormalydistributed.Normalityassumptiontestaimstotestaregressionmodel, theindependent variable,andthedependentvariable.Agoodregressionmodelisonethathasanormalorclos etonormaldatadistribution.Data are tested against the null hypothesis that it is normally distributed. There are three kinds to the calculation of the normality test, such as Kolmogorov-Smirnov, Lillieforsc, and Chi-Square. This research, the researcher using Kolmogorov-Smirnov of SPSS program Version-26.

Theoretically, the data is declared normally distributed if the value of sig. from each class more than 0.05. But if the value of sig. less than 0.05 the data is not normally distributed. The data calculation of normally test by using Kolmogrov-Smimov of SPSS program Version-26 can be seen in the following table below.

1. Normality Test of Experimental Class (X MIPA 1)

Table 4.13

Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		26
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,59464029
	Most Extreme Differences	
	Absolute	,095
	Positive	,095
	Negative	-,069
Test Statistic		,095
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the calculation table above, showed that sig. 2 tailed of the class was 0.200.

It can be concluding that the data from experimental class (X MIPA 1) was normally

distributed because the asymptotic significance score (2-tailed) was higher than 0.05 (0.200 > 0.05)

2. Normality Test of Control Class (X MIPA 2)

Table 4.14

Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	6,20735451
	Most Extreme Differences	Absolute
	Positive	,071
	Negative	-,074
Test Statistic		,074
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the calculation table above, showed that sig. 2 tailed of the class was 0.200. It can be concluding that the data from experimental class (X MIPA 1) was normally distributed because the asymptotic significance score (2.tailed) was higher than 0.05 ($0.200 > 0.05$).

b. Homogeneity Test

Homogeneity test was conducted to determine whether the variant of data distribution on students' test scores from the two groups for each experimental class and control class were homogenous or not. To calculate the data, the researcher uses the SPSS program version 26. The result of the calculation is as below :

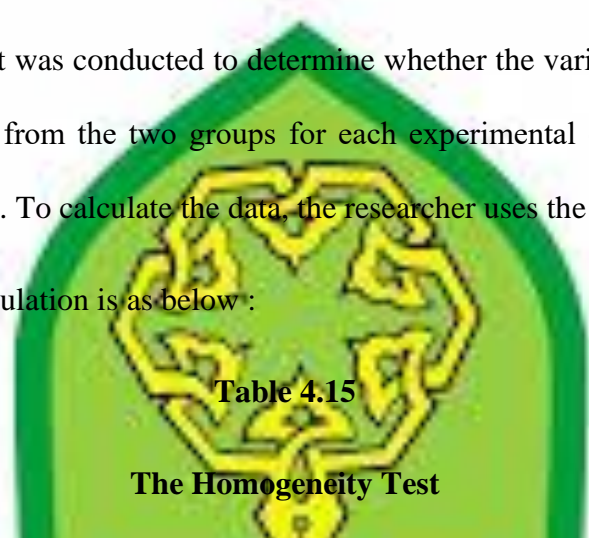


Table 4.15

The Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Student's score Based on Mean	,079	1	48	,779
Based on Median	,025	1	48	,875
Based on Median and with adjusted df	,025	1	46,546	,875
Based on trimmed mean	,060	1	48	,808

Based on the table of homogeneity test above, the result of data was 0.808. It means

that the calculation of students' test scores is greater than 0.05 ($0.808 > 0.05$), it can be concluding that the data in this study has a homogeneous variance.

2. Hypothesis Testing

After the researcher carrying out the normality and homogeneity test, the researcher tested the hypothesis. The researcher used T-test to analyze the data. They are the experimental class and control class. The experimental class was taught using scanning technique while the control class was not given treatment. The researcher has used the T-test to analyzed the data by using SPSS program version 26. The result of the data calculation as table below :

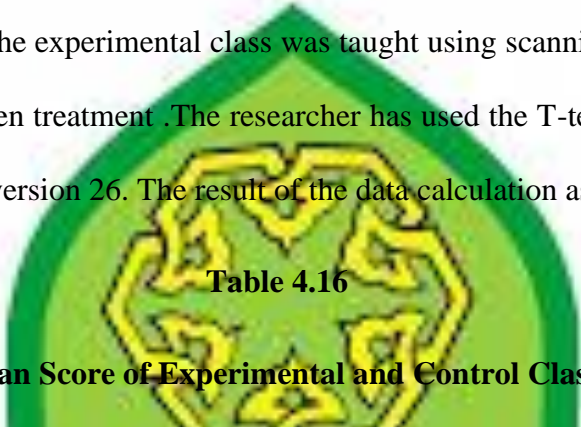


Table 4.16

Mean Score of Experimental and Control Class

Group Statistics

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Experimental Class	26	82.89	6.352	1.246
Control Class	25	58.40	7.320	1.464

Based on the table above, the result of data analysis showed that the means score for students of experimental class is 82.89 while the means score of control class is 58,40. Based on the mean results, there were differences values between the experimental and control class. The score of experimental class was higher than control class. However, the acquisition of students' test scores in the experimental class needs to be analyzed by using Independent Sample Test to see whether the scores from the experimental class are significant or not.

Table 4.17

Result of T-test Calculation

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Hasil Belajar r	.168	.684	12.773	49	.000	24.485	1.917	20.633	28.337
Equal variances assumed									
Equal variances not assumed			12.737	47.453	.000	24.485	1.922	20.619	28.351

Based on the result of independent sample test above, it is obtained that the value of significant value (2-tailed) $p = 0.000 < 0.05$. The significant level (α) = 0.05, so H_0 is rejected. It means that there was a significant difference between the value before the treatment and mean value after the treatment. The value of T-test was 12.737 with the degree of freedom (df) was 49, and the value of t_{table} on significance 5% was 0.2010. To interpret the data above, the researcher formulated the test of hypothesis below:

- H_a : There is a significant difference between students who taught using scanning technique and students who are not taught without it on their reading comprehension

- H_0 : There is no significant difference between students who taught using scanning technique and students who are not taught without it on their reading comprehension.

The criteria of testing hypothesis:

- a. H_a : if $t_{test} > t_{table}$ in significant degree 5%
- b. H_0 : if $t_{test} < t_{table}$ in significant degree 5%.

The result of the researcher showed that the value of t_{test} was higher ($12.773 > 0,2010$). It indicated that H_a was accepted and H_0 was rejected. So, There was a significant difference between students who taught using scanning technique and students who are not taught without it on their reading comprehension.

D. Discussion and Interpretation

In this interpretation, researcher compared the result of the data t test with t table. If t test is higher than t table, it means H_0 is rejected and H_a is accepted.

There are two hypotheses of this research:

- H_a : There is a significant difference between students who taught using scanning technique and students who are not taught without it on their reading comprehension
- H_0 : There is no significant difference between students who taught using scanning technique and students who are not taught without it on their reading comprehension.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting conditions for learning.³⁹ Teaching of reading has an important role for academic success. In other words teaching reading is a process for teacher to direct and help students how to build the creating meaning from the students' reading comprehension. It means, the teacher is someone who transferring their knowledge

³⁹ H. Douglas Brown, *Principle Language Learning and Teaching 5th Edition*, (Britain: Person Longman,

and information for students in learning process. Teacher also must give facilitating for learning in teaching reading process, because according to Neil J. Anderson reading is an essential skill for learners of English as second language, for most of these learners it is the most important skill to master in order to ensure success not only in English is required. With strengthened reading skill, learners will make greater progress and development in all other areas of learning.³³

Teaching reading is not easy. many students still lazy when the teacher asked them to read the text. Students are also not responding if the teacher asked about the main idea of the text and then students find difficulties in comprehending English text. They often stop reading because they find that the English text is difficult to understand. It is because they do not understand the meaning of the English text. It makes students feel lazy when reading the process. So, the teacher must make creative learning in teaching reading to make students more enjoyable when reading the process, and the students can more easy to understand the text. There are many technique in teaching reading. One of the teghnique is scanning technique.

Based on the result of the findings, the Scanning technique effectively teach reading comprehension. It can be seen from the students' mean score in the experimental class X MIPA 1 increases from 49.23 to 82.89, whereas the mean score in the controlled class X MIPA 2 is 45 for the pre-test and 58.40 for the post-test. Furthermore, it is supported by the result of the t- test, the t-test is 12.773, and the t-table is 0.2010; thus the value is higher than t-table ($12.773 > 0.2010$). Related to the result of the t-test, the H_a is accepted, and H_o is rejected. It means there is significant difference between students' reading comprehension achievement who are taught using the Scanning technique and authentic material and students who are not taught using the strategies.

Through the implementation of the Scanning technique and Authentic material, the students' reading comprehension achievement is increased. This achievement can be seen from the different post-test mean figures between both classes. In the pre-test, the difference in the mean figure is not significant. However, after the X MIPA 1 class as the experimental class being treated, the mean figure was significantly different. The post-test mean figure of the X MIPA 2 is 82.89 while the X MIPA 1 is 58.40. Therefore, in the other word the Scanning Technique and Authentic material is an effective strategies for teaching reading comprehension in SMAN 1 Sambit Ponorogo.



CHAPTER V

CLOSING

This chapter presents the conclusion and recommendation. The conclusion is drawn

based on the finding. Then, the recommendation is given by the researcher to everyone who reads this research.

A. Conclusion

Based on the research that has been done, it can be concluded that the use of scanning technique and Authentic material has a significant effect to teach reading comprehension at the tenth grade students of SMAN1 Sambit. The results of data analysis showed that the post-test average values in the experimental class are 82.89 while the post-test average values in the control class is 58.40. The results of post-test showed that the average value of the experimental class that was given treatment using the Scanning technique and authentic material was higher than the control class who was taught by using conventional teaching ($82.89 > 58.40$), it means that there is significant increase on experimental class scores compared to control class scores. The results of the hypothesis test also showed that t value is higher than the t index ($12.773 > 0.2010$). Based on the test results, it can be assumed that H_0 is accepted while H_1 is rejected.

B. Suggestion

The researcher provides some recommendation based on the relationships in this research, which are explained as follows:

1. For English Teachers

- a. The teacher should give motivation to students and support their interest in reading activity. For instance, motivating the students to open dictionary when they find difficult word or allows students to ask if they found difficulty.
- b. The teacher has to leads the students to be more actively participate in the learning process, so that the material developed, the discussion run well and the students gained more knowledge.

2. For Students

The researcher hope for the students of SMAN 1 Sambit can motivated in learning reading comprehension, learning method with using scanning technique and authentic material can be make students become more excited in learning process. Students should be able to improve learning to achieve good.

3. For future researchers

This research is expected to provide the benefits for other researcher as the source of information and reference material for further research so that it can be further developed in other materials to improve the quality of learning.



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