

**THE EFFECTIVENESS OF SCANNING TECHNIQUE IN TEACHING  
READING AT THE EIGHTH GRADE OF SMP NEGERI 5 ALALAK  
SCHOOL YEAR 2019/2020**

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***ABSTRACT***

One of the basic skill must be mastered by students at junior high school is reading. But, unfortunately, it is so difficult for several students. To solve this, scanning technique can be considered to be used by the teacher in the class. In this study the researcher try to apply scanning technique in teaching reading. Here the researcher chose experimental research to know the effect of using quantitative approach with pre-experimental design (one-group pre-test, treatment and post-test). The population of this research was second grade students of SMPN 5 Alalak, while the sample was VIII C class that occupied by 28 students. The instrument of this research was test. The data analyzed by using SPSS. The result showed that the students' mean score in reading before they are taught using scanning technique was 69,25. While the students score after being taught using scanning technique was 81,43. The data computation of t-test show that P-value (Sig.) is 0,000, and it is smaller than 0,05 or 5% ( $0,000 < 0,05$ ). In consequence, the null hypothesis ( $H_0$ ) is rejected; it means that there is significant different score of students before and after being taught using scanning technique. Thus, it can be conclude is effective to be used for teaching reading for second grade of SMP NEGERI 5 Alalak school year 2019/2020.

**Keywords** : teaching reading, scanning technique, experimental research.

## INTRODUCTION

Reading is one of four necessary language skill for those learning English as a second or foreign language, reading holds the important rule because reading is one of activity which cannot be realize in our life to search information or knowledge from textbooks written in English. Thus, the students should have good reading skill to help them in academic studies. The technique that can be applied in teaching reading is scanning technique. This technique is important to help students to understand the text by means of nonverbal device. Scanning technique is defined as “quick reading” focusing on locating specific information (Macleod 2005:3). This technique helps students locate information quickly without reading the whole passage. Considering the importance of mastering reading based on the background above, the researcher interest to know the achievement between student who are taught by using scanning technique and do a research with the title the effectiveness of using scanning technique in teaching reading at eighth grade junior high school of SMPN 5 Alalak school year 2019/2020.

## METHOD

### *Research design and setting*

This research was conducted by experimental design using quantitative approach. This research used pre-experimental design by using one group pre-test and post-test. To know if there is any significant influence of scanning on the students reading skill, the researcher uses the comparative technique in order to analyze and compares the students score before and after treatment. SMP Negeri 5 Alalak is selected as the place to do this research. The research time is started on Wednesday 15 January 2020 until 22 January 2020.

### *Population and sample*

In this research the population is the secondary year students of SMP Negeri 5 Alalak which is divided into three classes. In this research the researcher take C class with 28 students as the sample to observe.

### *Instrument*

In this research the researcher used multiple choices (pretest and posttest) with 25 items. Every items has four choice, there was A,B,C, and D and the times is 40 minutes

### *Data analysis*

The result of the data (pre-test and post-test) was processed by comparing the first data (pre-test) and the second data (post-test) to explain whether there will be significant difference after given treatment by the researcher. If the post-test of teaching reading score is higher that pre-test, it means that reading by using scanning technique is effective. The test was multiple choice test. In this research, the researcher used analysis compare means-paired sample T-test by SPSS because the researcher compare the mean from the result of pre-test and post-test. Using SPSS means that the researcher did not use manual computation, all data collected were accounted by using SPSS program in this case was paired sample T-test.

## FINDINGS AND DICUSSION

### *1. Descriptions of students' achievement before being taught by using scanning technique*

*Pre-test is given to students on January 15<sup>th</sup> 2020.*

They have to answer 25 questions. The test in the form of multiple choices. Every items has four choice, there was A,B,C, and D. There were 28 students as respondents or subjects of the research. The test was conducted before the researcher teaching using scanning technique. This test was to know the

student' score in reading skill before students got treatment. There are 28 students as a respondent or subject of the research. The highest score on pre-test is 80 and the lowest score is 60. The mean of pre-test is 69,25

2. Descriptions of students' achievement after being taught by using scanning technique

Post-test is given to students on January 22<sup>th</sup> 2020.

They have to answer 25 items questions with the material is recount text. The test in the form of multiple choices. Every items has four choice, there was A,B,C, and D. There were 28 students as respondents or subjects of the research. The test was conducted after researcher teaching the students using scanning technique. This test was to know the students' score in reading skill after students got treatment. There are 28 student as a respondent or subject of the research. The highest score on post-test is 96 and the lowest score is 76 . The mean of post-test is 81,43

| No . | Qualification | Rang e score | Percentag e pre-test | Percentag e Post-test |
|------|---------------|--------------|----------------------|-----------------------|
| 1.   | Excellent     | 90-100       | -                    | 18%                   |
| 2.   | Good          | 80-89        | 14%                  | 43%                   |
| 3.   | Average       | 70-79        | 22%                  | 39%                   |
| 4.   | Poor          | 60-69        | 53%                  | -                     |
| 5.   | Very Poor     | 0-59         | -                    | -                     |
|      |               |              | Σp = 100%            | Σp = 100%             |

After conducting the experiment, it was found that the mean score between the pre-test (69,25) and post-test (81,43) was significantly different. The entire student did not reach type minimum passing grade/KKM in the pre-test. Thus, out of 28 students who participated in this research. Overall, the alternative hypothesis  $H_a$  which is said There is significant difference between the students' score

before being taught using scanning technique and after being taught using scanning technique was accepted.

|                               | Paired Differences |                 |                    |  | t      | d      | Sig . (2-tailed) |        |
|-------------------------------|--------------------|-----------------|--------------------|--|--------|--------|------------------|--------|
|                               | Me an              | Std. Devia tion | St d. Err or Me an | 95% Confidenc e Interval of the Difference |        |        |                  |        |
|                               |                    |                 |                    | Low er                                     |        |        |                  | Upp er |
| P postt ai est - r pret 1 est | 12,179             | 4,683           | ,885               | 10,363                                     | 13,994 | 13,761 | 2,000            |        |

Based on the result data analysis, it is proven that the students' score of reading taught by using scanning technique is increase. It can be conclude that scanning technique was effective in teaching reading.

CLOSING

Conclusion

There are significant differences score of the students reading before and after being taught by using scanning technique. The score after being taught by using scanning is higher than before. It showed by the result of mean score between pre-test and post-test is 12.179 after computation T-test analysis the result of T is 13.761, with the P value (sig) is 0,000 at the significant level 0,05 or 5%. It means that P value is smaller than significance level (0,000<0,05). It can be stated that scanning technique is effective used in teaching reading for second grade C class at SMPN 5 Alalak.

Suggestion

1. Teacher, Based on finding, scanning technique was effective in teaching reading, this technique and increase students achievement in reading. The

researcher suggests the teacher to teach using scanning technique in teaching reading in order to make student easier in understand to find information in the text.

2. Other researchers, the result of this research can be used as an additional reference for the future research with the same method and same technique or to create a better teaching-learning process.

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