THE EFFECTIVENESS OF SCANNING TECHNIQUE ON READING RECOUNT TEXT FOR EIGHTH GRADE STUDENT OF MTS NURUL HASANAH PENGAWU

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ABSTRACT
This study investigated the effectiveness of the scanning technique in improving reading comprehension of recount texts among eighth-grade students at Madrasah Tsanawiyah Nurul Hasanah Pengawu. The primary objective was to determine whether the scanning technique enhanced students' ability to comprehend recount texts. A quantitative approach was adopted, utilizing a quasi-experimental design. The research involved 35 eighth-grade students selected through purposive sampling based on specific criteria, with class VIIIB assigned as the experimental group and class VIIIA as the control group. Before the intervention, students struggled with understanding recount texts. However, after the experimental group received treatment using the scanning technique, their performance improved significantly, as evidenced by an increase in their average scores from 45.33 in the pre-test to 76.94 in the post-test. These findings indicated that the scanning technique was an effective method for enhancing reading comprehension of recount texts in this context.
Keywords: *Effectiveness; Reading; Recount; Scanning.*

INTRODUCTION

The most widely spoken language in the world today is English. Even when people from different countries meet, English is the language they use most often. English is very helpful in many ways, for example in the field of education. Based on this, English has become a very important language and must also be taught at schools (Kavorina, 2020).

English is assigned as the first compulsory foreign language at school. In Indonesia, English has become one of the subjects that have been taught from elementary school to university. In learning a language, there are 4 skills that must be mastered, namely : (1) speaking skills, (2) reading skills, (3) listening skills, and (4) writing skills(Ayudia at al.,2017).

Reading is the process of transfering informations obtained from prior knowladge to understand an idea that exit in writen language. Reading means understanding vocabulary, writing system, topics, word meanings, grammar and summarizing. Several reading techniques can be used according to the type of text and the purepose of reading. These technique include Skimming, scanning, selecting, and skipping.

Success in teaching depends on many factors, namely the style or strategy in teaching. It is important to look at different learning styles as a link, as learners will have more than one learning style(nunan, 2003). It could be argued that learning to read takes longer than learning any other skill. Based on the statement above, the teacher should develop strategies to prepare students for reading. By using appropriate strategies for teaching and learning, teachers can instill confidence in students that they are reading correctly. The main obstacle for students at MTS Nurul Hasanah Pengawu Students do not have a long time to read the text carefully, this will certainly make students unable to determine the contents of the reading correctly, and students are not motivated to read English texts, this may be because students still lack an understanding of the contents of the reading, and this is of course because students do not yet have and understand the right techniques and strategies in reading.

LITERATURE REVIEW

Reading

There are many definitions of reading, which have been put forward by many experts in this field. The definition and meaning of reading itself depend on the purpose of the reader, the text and textual content, the attitude of the reader towards the text, the reading material, and the experience of the reader. Reading is one of the receptive language skills. It is said to be receptive because reading is a language activity that aims to obtain or understand information from reading material(simon, 2022).

Reading can give us initial knowledge or information so that we can consider and determine something because the purpose of reading itself is to find out and seek information. That is, in the reading process, readers not only depend on the information taken from the text, but they also have to recall their prior knowledge to fully understand the text (simon, 2022)

According to Brown, there are three types of reading:

1) Oral reading and silent reading
> Reading audibly is done by reading the text aloud. When reading orally, the focus is not on understanding what is read, but on reading it correctly. Reading aloud is usually used by beginner-level English learners(Brown, 2001).

2) Intensive reading
> Intensive reading is a reading activity to read texts to obtain certain information. namely reading maximally and also carefully in reading. The teacher will provide direction and assistance before, during, and after reading. Students do exercises that require them to work further to get answers where the answers are not only explicit but also implicit (Brown, 2001).

3) Extensive reading
> The purpose of extensive reading is to create trust and enjoyment for the reader. In their activities, students will be given more freedom to choose reading materials that they find interesting and based on the range of their language abilities. Extensive reading is always practiced to seek and cultivate understanding as to the main idea, not for certain details, and also, students do not need to understand the details of what they read(Brown, 2001).

Scanning

Scanning means reading slowly and carefully and picking out certain key words or phrases. It allows you to pick out specific information from a text. It does not mean reading word by word; it just means reading carefully. For scanning to be successful, it is needed to understand how the material is structured as well as comprehend what is read so the reader can locate the specific information they need. Scanning also allows finding details and other information in a hurry. To do scanning there are few ways to do it; establishing the purpose, locating the appropriate material, and knowing how the information is structured before start scanning is essential(medina, 2022).

The scanned material is typically arranged in the following ways: alphabetically, chronologically, no alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order. Information can be also be arranged in non- alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry the benefit of this technique is most useful for picking out the key learning points when ready for learning. Scanning is very high information. When you scan, you have a question in mind you do not read every word, only key words that will answer states that scanning is quickly searching for some particular piece or pieces of information in a text or passage. Based on this definition, scanning has a purpose to extract some specific information without reading through the whole text. It is also making the time efficiently. There are a variety of texts suitable for scanning; indexes, dictionaries, maps, advertisements, reference materials, and many others(mambua, 2020).

The scanning task instruction:

1) Knowing your text well is important. Make predictions about where in the text will you find a word, date, name or a fact.

2) Note how the information is laid out on the page. Ask yourself "will title, diagram, boxed or highlighter information guide me? Is the information listed in alphabetical or numerical order in a phone book or glossary?".

3) Move your eyes vertically or diagonally across a page. Letting them quickly from side to side and keeping in mind the exact type you want. Look for closely related words that might direct you to the detail you are looking for

You have successfully scanned when you found the information you were looking for(mambua, 2020).

METHOD

In this research, the researcher used the type of experimental research, namely research that is intended to find out whether there are consequences that appear on the subject to be studied from "something" imposed on the object. Thus, experimental research is research to find out whether there is a cause-and-effect relationship(Arikunto, 2010) the researcher uses two classes, one of which is the experimental class, namely the class that is given treatment by the researcher, and the second class as the control class. Here is the schematic of this research:

Group	Pre-test	Treatment	Post-test
Experiment	O_1	X	O_2
Control	O_1	X_0	O_2

Where:

O_1 : The result of the students' Pre-test in experimental and
control class

X : Experiment class (with scanning technique)

O_2 : The result of the students' Post-test in experimental and
control class

X_0 : Control class (without scanning technique)

The location of the research was at MTS Nurul Hasanah Pengawu, Palu City, Central Sulawesi. The population of this research is all students of class 8th MTS Nurul Hasanah Pengawu, The researcher took 35 student from two calsses $VIII^A$ and $VIII^B$, the researcher uses a purposive sampling research technique, namely where the researcher determines the sampling by setting special characteristics and certain criteria that are by the research objectives so that it is expected to answer the research problem(Slameto, 2007).

FINDINGS AND DISCUSSION

In collected the research data the researcher used at the data from the first and last meetings, Based on the calculation the results indicate that the mean score of the pre-test in the experimental class was 45.33, and the results of the control class indicate that the mean score of the pre-test was 56.26, and then in the results of the post-test indicated that the mean score of the experimental class was 76.94, and in the results of mean score of the post-test in the control class was 60.29.

The mean score of both had been found and then continued to calculate the standard deviation of the pre-test and post-test for both classes. The number deviation was 569, and the number square deviation was 22557. Based on the calculation of the mean deviation the experimental class was 31.61 the sum squared of deviation in the experimental class was 4.571, and in the control class the number of deviations was 194 and the number of square deviations was 4,332. The mean score of deviation for the pre-test and post-test Based on the calculation of the mean deviation the control class was 11.41, and the calculation of the sum squared of deviation in the control class was 2.101.

The calculation showed the score of both the experimental and control class by t-test was 4,429. The degree of freedom (33) can be seen on the t-table value with a level of significant 0.05% or 5% 1.692. The result indicates that the t-count value of 4,429 was higher than the t-table value of 1.692 which means that the alternative hypothesis (Ha) was accepted. It means that the use of the scanning technique is effective in students' reading of recount text.

Based on the result of the research in the previous chapter, it is clear that using the scanning technique is effective in students' reading of recount text for eighth-grade students.

CONCLUSION

In this section it discusses the interpretation of the findings obtained from the results above, indicating that the students' scores were higher after treatment in the experimental class using the scanning technique on recount text. Students' scores increased by using this scanning technique, the students showed their improvement over the control class. Most of the students' got good grades from the previous pre-test. It can be said the scanning technique is affective on reading recount text for eighth grade students of Madrasaha Tsanawiyah Nurul Hasanah Pengawu.

The alternative hypothesis of this research would be accepted if t-test is higher than t-table value based on the result, the H_a was accepted. In the other words, the use of scanning technique was effective on students' reading recount text.

In summary, the researcher asserted that the scanning technique was suggested to use at school, especially for English teacher to improve students reading class. Besides, this technique can be used to invite students' participation and interaction in the learning process.

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