CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher is going to present the data analysis and discussion used to answer research problem which has been collected from the observation, interview and questionnaire. How to implement of scanning strategies in teaching reading recount text, what are students' the problems in reading recount text, and what are advantages and disadvantages by implementation of scanning strategies in teaching reading recount text at tenth Grade in MA. NU Nahdlotul Fata Petekeyan Jepara 2019/2020.

4.1 Findings

Based on the observation which had been done by the researcher during the implementation of Scanning Strategies in Student's Reading Ability in Recount Text, the researcher found some findings. The finding of researcher concerning to the implementation of Scanning Strategies and what are students' the problems in reading recount text in Student's Reading Ability in Recount Text at the tenth grade in MA NU Nahdlotul Fata Petekeyan Jepara are discussed as the following;

4.1.1 Students' problems in reading recount text.

The researcher has observed and given questionnaire in the learning activity in IPS 1 at MA NU Nahdlotul Fata petekeyan Jepara. The observed was conducted on tuesday 05, september 2019 at 10.00 PM.

Based on research, researcher found some problems to the students. Students mention some general's problems when researcher observing in the class. Firstly, students have difficulty to catch specific information from the text. Secondly, students have difficulty to understand the text. Thirdly, students have difficulty to get the meaning of each word in the text. Fourthly, students have difficulty to answer questions based on the text.

The teacher gives a correction and writes specific information on the white board. Afterward, teacher asks the students to search the 5 W 1 H

(what, when, who, where, why, how) from text. Teacher gives time for students to search the specific information from the story. After students found out specific information, teacher asks them to come forward of class to write down the specific information on the white board. Teacher also gives a correction when the students try to write the specific information in the white board correctly. Finally, students understand about the specific information from the text that given by teacher.

After finish about specific information, the students still confused about how to understand the structure of the text. Next, teacher continues to explain how to understand it and how to know what are the orientation, event, and reorientation of the text. In this section, teacher explained how to implement scanning strategies to understand which are orientation, event, and reorientation in the white board. Firstly, teacher asks to the students keep in mind all the time what is you are searching for. Here, students try to remember what searching theirs for. All students looking for event, so they read in the second paragraph and they were find "how", how the event done in the story. Secondly, teacher asks to the students to anticipate in what form the information is likely to appear number, proper nouns, etc. here, students found the date, where the story done, when the story done, and etc in the first paragraph. Secondly, teacher asks to the students to analyze the organization of the content before starting to scan. Here, students start to understand the structure of the text. Fourth, teacher asks to the students to let your eyes run rapidly over several lines of story. Here, students try to read rapidly to understand the story. The last, teacher asks to the students to read entire sentence when you find the sentence that has the information you seek. Here, student found what they are searching for; they found the answer from the text.

The next problem is students have difficulty to get the meaning of each word in the text. After that, students mention the difficult words that they found to the teacher. The teacher gives a correction and writes the difficult words on the white board. Afterward, teacher asks the students to

search the meaning from dictionary. Teacher gives time for students to search the meaning of the words from dictionary. After students found out the meaning, teacher asks them to come forward of class to write down the meaning on the white board. Teacher also gives a correction when the students do not write the words correctly.

The last problem is students have difficulty to answer questions based on the text. By the explanation above, teacher asks to the students to read entire sentence when you find the sentence that has the information you seek. Here, student found what they are searching for; they bold the sentence that they think it is the answer questions from the text.

After the students can answer all of their problems, the teacher asks the students to talk about all of the materials that had been discussed in the class. The teacher checks students' understanding about the materials by asking the one by one.

In the learning activities the students respond well about the materials implemented by the teacher in the class. The students are more interested and enthusiastic to identify an information from the recount text that given by the teacher and practice a reading scanning from textbook. It can be seen when they were practiced in the class about the reading scanning from the recount text by given from the teacher. Even though when in the practicing students still make mistakes at least they are not be afraid to try and practice reading scanning how to answer the questions well in front of class.

After all the materials done, teacher gives some motivations to the students in learning English. The teacher said that when student learn English, the important thing for students is never give up to try and never try to give up, keep moving forward and do not be afraid to make a mistake. The teacher gives homework to test students' ability in understanding from the last lesson. The teacher gives homework for students, in the process that will make the student' ability gets better. When students can do the homework by them self although students get a low score it can give the

students appreciation to the effort. The students are also creating vocabularies to enhance students 'knowledge in learning English. In learning English vocabulary is important to make understanding of a sentence or utterance.

4.1.2 The Implementation of Scanning Strategies

Based on the data observation and documentation which were done by the researcher, the teacher implemented reading strategies to know the problems of student's ability in recount text.

Teaching learning English by using the media of reading scanning in recount text is done in the tenth grade IPS 1 class of MA NU Nahdlotul Fata Petekeyan Jepara. The tenth grade IPS 1 class located at the second floors, it consist 28 students 17 girls and 11 boys. The teacher name is Ida Fitriani Rohmawati who handles the English lesson for the tenth grade students.

The observation conducted on Thursday5[th] September 2019 at 10.00.11.00 a.m. the class followed by 28 students. The material was about reading comprehension about recount text. The observasion indicator as below:

Observe the teacher in learning process of using scanning strategy.

NO	INDICATOR	ANALYSIS
1	The teachers' preparation to implement scanning strategy in teaching English.	Teacher prepares the lesson plant before in teaching.
2	Teacher explained the students about the topic to learn in the meeting.	Teacher tells about recount text and generic structure of recount text.
3	Teacher used scanning strategy in the class.	Teacher explained to students what scanning strategy is, and how scan the text to get specific information by using scanning.
4	Teacher asked students to scan the text that was given by teacher before.	Teacher gave the recount text and then, teacher asked to students to use scanning strategy to look for the specific information

		from the text.
5	Students' responds toward the implementation of scanning strategy in teaching English.	The students gave good responses by used this strategy. They looked more active to reading comprehension
6	Teacher asked students to come forward to present what they got from the story of the text by used scanning.	Teacher asked students to come forward to tell what happen in the story of the text and what the material that students got from the text, it mean what the orientation, event and reorientation.
7	Teacher asks students to tell what the obstacle in reading comprehension and what the advantages of scanning strategy.	Each student told about what their problem when they were read. And then,The teacher explained how to solve the problem.

Before teaching, the teacher made lesson plan before the teacher teach in the classroom. The teacher makes a lesson plan to organize the learning activities in the class. From the lesson plan the teacher are able to manage the steps in the learning activity.

Framework of Scanning 4.1.2

Scanning Strategies

The teacher gives the story about recount text in reading skill to know so far the students can catch specific information from the text.

Student's Problems

Students mention some general's problems when researcher observing in the class. Firstly, students have difficulty to catch specific information from the text. Secondly, students have difficulty to understand the text. Thirdly, students have difficulty to get the meaning of each word in the text. Fourthly, students have difficulty to answer questions based on the text.

Advantages and Disandvantages

This technique trained the students to catch specific information from the text. Understand the text easily. Get the meaning of each word in the text. Answer questions based on the text easier.

Before beginning the lesson, the teacher opened by saying "assalamu'alaikum" to the students. After that, the teacher checked the students' attendances that were absent today. Then, teacher begin a class by asks about the assignment in the last week. Before teacher begin into main topic, the teacher gives students stimulate such as game or quiz that related to the next material. After the students pay attention to the teacher explanation, next step is that the teacher explained to the students about the materials that they will learn in the class. Students respond toward the teacher explanation and give feedback by asking some questions. The questions are based on the materials that explained by the teacher in the class. After the students give some questions for teacher, the teacher tries to bring students into reading scanning in recount text.

At the first, the teacher gives the story about recount text in reading skill to make students interested in reading scanning. The teacher explains the content from the story about recount text and discuss about how to find the structures of recount text in the classroom. The teacher explained about the orientation, event and reorientation about recount text.

The story can invite all of the students' interested in learning process. After that, teacher asks the students to give attention in the white board because the teacher would explained the structured of recount text. After the students understood about the structures of recount text, the teacher asks the students to identify the structures orientation, event, reorientation of recount text. During the teacher explained the structures in the classroom, students tried to test their ability in understanding the structures and meaning of the story in the recount text. After the story had been read by students, teacher asks them to found the orientation, event, reorientation from the story by their selves. The teacher asks students to find the structures of recount text. After students found the structures and meaning, teacher asks each student to come forward and explained what they had been found by their selves. In every student, they are answer about the teacher questions about the structure and the meaning from the story of recount text. After all students

had answer what the teacher questions in front of the class, the teacher asks to the students read the story that given by the teacher, from the story the students got some problems from the story of the text

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4.1.3. Advantages and Disadvantages Using Scanning Strategy

The researcher has interviewed the teacher at MA NU Nahdlotul Fata Petekeyan Jepara. The interview was conducted on Tuesday 05, September 2019 at 10.00 PM.

The interview was conducted to the English teacher who implements scanning strategies in teaching reading comprehension classroom in MA NU Nahdlotul Fata Petekeyan Jepara, the data was only from one teacher that implement scanning strategies in teaching reading comprehension in IPS 1. In this interview the researcher give six questions to interview the teacher. The result of interview as follow:

Table 4.3 Interview Sheet

1.	**Question:** What do you think about scanning strategy? **Answer: "**I think it is very good strategy for students to reading comprehension, because from this strategy the students can understand the specific information and structure of recount text easier than before in using reading comprehension. The scanning strategies give a better way to the students to read more effectively to be able to get specific information from the text. By using scanning strategies, students will not be bored when they are reading text. It is because they do not need to read the whole text to get some specific information. By applying this strategy, the teaching and learning process will be more effective and easier to carry out. Therefore, it can attract students' interest in reading".
2.	**Question:** What are the advantages and disadvantages using scanning strategy in teaching reading comprehension? **Answer:** "The students have to be more active in the teaching learning

	process in order to improve their reading competence and they get good achievement in English subject". And for low students, they should encourage themselves and be aware that they have to be more active in their involvement in the teaching learning process the classroom. There are some "advantages" of scanning strategies are: firstly, the use of scanning technique can improve the students' reading comprehension. Secondly, scanning technique is easy to apply for students and teachers in teaching and learning activities especially in reading comprehension. Thirdly, teaching process using scanning technique can save in time. Fourthly, students are expected to easily absorb information from other subjects. And the last, by using the scanning technique of increasing student activeness, it can be seen from the feedback of students in each answer question. And there are some "disadvantages" are firstly, by using scanning students do not what all of essay on the text. Secondly, by using scanning, they do not read from beginning until end. But, they jump around the text to get specific information. The last is this strategy effectively is use to short text not long text".
3.	**Question:** What factors that support the use of scanning strategy? **Answer:**"this technique make the class condition is controlled. "The factors is from the school provide the media, story book, internet connection, handbook for teacher to teaching strategy, etc. Based from the media I can teach my students with using scanning strategy in the class". The school provides the media for teacher to teach using scanning strategy in reading comprehension. Without that media and good strategy the teacher cannot teach reading comprehension using scanning strategy in the class.
4.	**Question:** What are problems and challenges when you implement scanning strategy? **Answer:** "The lack of students' vocabulary to understand the text so they unable to get answer. I ask to students mention the difficult words that they found in the text. I give a correction and write the difficult words on the

	white board. Afterward, i ask the students to search the meaning from dictionary. I give time for students to search the meaning of the words from dictionary. After students found out the meaning, i asks them to come forward of class to write down the meaning on the white board. I also give a correction when the students do not write the words correctly. "The challenges are I have to improve pronunciation skills of my students and their vocabulary and how to motivate the students in learning reading comprehension. When I implement scanning strategy I have to choose good materials and good strategy to make them interested in reading comprehension". I choose personal recount to interest students read the story, because it can make the students more active and interested them to read and scan the story in the class IPS 1. If teaching reading comprehension is not interesting and motivating, learners will learn nothing.
5.	**Question:** How students respond related scanning strategy? **Answer:"** the students' respond is different when I didn't implement this strategy than after I using this strategy. Before I teach using scanning strategy the students are lazy in reading comprehension subject, because I teach in the end of IPS 1 class. So, the students have to get brainstorming and interested in reading by using very good strategy. But after I implement scanning strategy students look more active than before, and they got more experience and interested to the materials using scanning". Respond is important to support the teacher in implement scanning in reading comprehension. When the students have a good respond and more active in learning activity teacher can continue to implement scanning strategy in the others material.

4.2 Discussion

After gave the questionnaire of Scanning Strategies in teaching reading, researcher was did observation and interview the teacher. The teacher implemented Scanning Strategies in the class by asking the students to decide what they are looking for key word (who, when, why, where, what, how). Then,

move your eyes systematically and quickly over the text. Then, skip all over information which is not relevant to your search. And then, if you are not sure that the information is not relevant, mark it with a note so you can return quickly to it later. Then, when you find something you're searching for, highlight it and read more carefully around it. The last, if necessary, re-read the sentence containing the highlighted information to understand the information fits into the overall context.

The teacher applied this strategy well and the students did the instructions very well. This strategy really recommended to use because this technique trained the students to catch specific information from the text. Understand the text easily. Get the meaning of each word in the text. Answer questions based on the text easier. They can be active reading in the class. They can more understand about the material.