

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. Previous Studies

In this research, the writer would like to know the implementation of scanning strategies to improve student's reading ability in recount text. To know the benefits and problems in implementing scanning strategies, there are many researches with same topic with this research. There are five previous researches related to this study.

The first article was conducted by Fatmawati, (2014). The title is *the impact of using skimming and scanning strategies of descriptive text towards students' reading comprehension at grade eight of smpn 22 bandar lampung*. The teacher used experimental group and control group to collect the data. The result of this research is Results indicated that p-value 1% = 2.68, 5%= 2.01, and t-value = 14,882. It is statistically significant as p-value is smaller than t-value. Therefore, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

The second article was conducted by Sari, (2016). The title is *the use of skimming and scanning techniques to improve reading comprehension achievement of junior high school students*. The resear cherused a classroom action research to collect the data. The result of observation showed that the percentage of the students' active participation in joining the reading class by using skimming and scanning techniques also improved from 70,59% in cycle one to 79, 41% in cycle two.

The third article was conducted by Tamzi, et al, (2013). The title is *The Implementation of Skimming and Scanning Strategies in Teaching Reading Narrative Text to the Tenth Grade Students of SMAN 21 SURABAYA*. The researchers were use qualitative research to collect the data. The results of the implementation of skimming and scanning strategies showed that the teacher was not fully successful in implementing skimming and scanning strategies in teaching reading narrative text. The reason because there were still some steps that were

not applied by the teacher. While based on the questionnaires that have been answered by the students, it can be seen that the students' response toward skimming and scanning strategies was good.

The fourth article was conducted by Asmawati, (2015). The title is *the effectiveness of skimming – scanning strategy in improving students' reading comprehension at the second grade of SMK Darussalam Makassar*. The researcher was use quasi experimental to collect the data. The result of the data analysis showed that t-test was higher than t-table ($6.373 > 2.000$) or P-value (Sig.) was smaller than alpha ($0.000 < 0.05$). It meant that mean score of the experimental group was higher than the control group.

The fifth article was conducted by Diaz, Laguado, (2013). The title is *Improving Reading Skills through Skimming and Scanning Techniques at a Public School*. The researchers were used Classroom Action Research. The result after analyzing the data four main categories emerged: scanning and skimming helped to change students' perceptions towards reading, motivation increases the effectiveness of skimming and scanning techniques, positive student perceptions towards skimming and scanning techniques, and students' improvement in the reading comprehension process.

Based on previous researches above there are many researchers mentioned that scanning strategies is a good way to comprehend the material or text in reading. But the researchers do not know the problem or the weakness of Scanning strategies. In this study the writer would like to describe the implementation of the Scanning strategies at tenth grade of MA NU Nahdlatul Fata Petekeyan Tahunan Jepara. This study is expected to find out useful information about the teaching reading comprehension especially in students' ability reading comprehension in recount text by using scanning strategies.

2.2 Related Theories

This part consists of some theories that will support this proposal. And the researcher will take some references from many sources.

2.2.1 Definition of reading

According to Azizah, (2015:1) reading is one of the most important skills that should be mastered for English language learners. Reading is a crucial means of learning for students that they should gain the information or comprehend the text. Teachers can facilitate the growth of word knowledge through the explicit teaching of word patterns and word-solving strategies within the context of a word-rich classroom.

In other hand Souhila, (2014:1) reading is one of the four skill that student should learn and care of. Students have always different topic or subject to read in the learning process. So, reading is most crucial skill that enables to get much information about knowledge and understanding different subject. But, student often get difficulties when they read. Sometimes they are feeling bored to read, it is why they could not gets things or information when they read. Any problem when they read are students usually having difficulty to catch specific information from the text. Students usually have difficulty to understand the text. Students usually have difficulty to get the meaning of each word in the text. Students usually have difficulty to answer questions based on the text. Based on the students' difficulties, teacher needs to choose suitable text and strategy to teach the reading activity.

According to Budiharso, (2014:190) stated that reading comprehension, therefore, is a process of getting information from context and combining disparate elements into a new whole. It is a process of using reader's existing knowledge to interpret text in order to construct meaning. Reading involves reader's schemata about the text and reader's ability to identify the text structures to get the meaning of the text comprehensively. Reading skill is not only read the text, but students should be able to comprehend the text about what the specific point or main idea from the text. Comprehension is the main goal to gets some information from the text when reading (Sanford, 2015).

Souhila,(2014:5) states that:

“Reading comprehension is the ability of the reader to understand written material. Comprehension is the process of extracting meaning from the text”.

Reading is a thinking process. Students not only read the text quickly, but they should comprehend the text. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding to get specific information, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy that will help them reconnect to the information or main idea of the text with the meaning of the text. Particular reading techniques are needed not only to overcome students' difficulties, but also to improve their reading abilities.

Darmawan, (2016:3) state that:

reading comprehension is a complex process in which the reader interacts with the text and employs his/her previous knowledge, experience and information to extract the significant information/important information, understand the intentions of the writer, and goes beyond what is written to guess at hidden, unstated or implied meaning on the text.

Reading comprehension it is just not receptive process, reading comprehension is complex process in which the reader identify of comprehend basic information or specific information to know or to recognize what writers' point of view. Based on the statement above, Reading comprehension is influencing significantly by a student's level of word knowledge, which includes spelling skills and vocabulary, as well as the ability to decode words in text.

a) Type of reading

There are two type of reading; those are intensive reading and extensive reading.

Shohila, (2014:8) states that:

Intensive reading it is refers to a high degree of comprehension and retention over a long period of time, in other words, it is reading in depth or carefully to comprehend a given text for example; studying it line by line, using the dictionary, comparing, analyzing, translating, and retaining every expression that it contains.

Intensive reading is used to shorter text in order to extract specific information from the text it is includes very close reading for detail specific information. By using intensive reading to gets the detail of specific information from the text. In this case, it is important that you understand each word, number, or code on the text.

“Extensive reading is a language teaching procedure where students have to read a large quantity of materials for general understanding and the main goal of it is obtaining pleasure from the text” (Yulianti, 2014:31).

Extensive reading it is used to obtain general understanding information of the subject and it is used to longer text. By using extensive reading skill to improve your general knowledge what students read. Extensive reading can have a very important role on student English learners. Extensive reading can be defined as the independent reading of a large quantity of material for information or pleasure.

b) Type of strategy in reading comprehension

There are two strategies of reading, such as scanning and skimming. Firstly, scanning is a reading technique used to rapidly located information or it is used to find specific information. Secondly, skimming is a technique used to find the main idea from the text (Milaningrum, 2013:20).

When scanning, the reader has to observe the author’s use of organizers such as numbers, letters, steps, or the words, first, second or next. Besides that, they can look for the words that are bold faced, italics, or in different font size, style, or color. Sometimes the author will put key ideas in the margin. Skimming is used to quickly gather the most importance information and sometimes refer to a gist reading. Skimming may help in order to know what the text is about.

c) Teaching Reading at Senior High School.

Teaching is an activities who done by someone to give a knowledge for student to know about subject. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading as one of the basic language skills has an important role in widening one of knowledge to find information, comprehend, and understanding meaning. For many years, Indonesian government has attempted against literacy by declaring that reading is the solution for widening knowledge.

According to curriculum of Senior High School, the objective of learning reading is to improve the students ability to comprehend a text, to help them organize their ideas, to consist and create meaning, to communicate information and ideas of text and to develop their knowledge in reading text over time, and to make progress their learning purpose in reading.

In other words, the students are expected to get knowledge and understand the context that has been explained in the text. It means that the students need to learn strategies to get specific information from a text. Therefore, the students require abilities to understand and remember main ideas as well as number of details that elaborate the main idea and supporting ideas in the text.

. In this research, the students will be feeling bored and did not understand how to read recount text well. The students were difficult to

understand the main idea of the text, and they found difficulties to comprehend the generic structure of recount text. Generally, if the teacher used strategy, the students would understand the material easily. However, the students found some difficulties to comprehend the generic structure of recount text. Therefore, the researcher offer concept oriented reading instruction strategy as the solution.

While, there are many techniques in learning and teaching to students that can be used to solve the problem above. One of them is scanning is effective way to answer those problems above and how to scan the text. Firstly, decide what you are looking for (who, when, why, where, what, how and key word). Secondly, move your eyes systematically and quickly over the text. Thirdly, skip all over information which is not relevant to your search. Fourthly, if you are not sure that the information is not relevant, mark it with a note so you can return quickly to it later. Fifthly, when you find something you're searching for, highlight it and read more carefully around it. Sixthly, if necessary, re-read the sentence containing the highlighted information to understand the information fits into the overall context.

2.2.2 Scanning Strategies

a) Definition of Scanning Strategies

According to Hastowoadi, (2015) Indeed, Scanning is far more limited since it our purpose. Scanning help the students only try to locate specific information and help them to follow linearity of the passage. It is usual to make use of these activities when reading a given text for instance we may well skim through more carefully. Scanning technique is focusing on locating specific information defined as “quick reading”.

Yusuf et al,(2017) states that:

“The purpose of scanning is to extract specific information without reading the whole text.”

Students try to find out specific information to meet certain purposes that have been determined before to find out the information quickly. Students can use clues like contents, indexes which are in the books. By looking at these clues quickly, will help the students to find the specific information needed sharply and appropriately. So, students can find the definition of a certain term that they need. Moreover, in reading for information, readers only try to get certain information from the entire text without analyzing details of the text.

In other hand Arintonang et al,(2018) Scanning for Particular bits of information they are searching for example, when we look a telephone number, what's on television at a certain time or search quickly through and article looking for a name or other detail. This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

In fact that scanning skills can be taught effectively in reading comprehension. In short, scanning is effective way to increase the students reading ability that it contributes to their reading speed and comprehension. Scanning is a reading technique used to rapidly locate information. Students can use scanning to located specific information such as in recount text what, where, why, who, when, how and figures, to skip over unimportant or irrelevant information, and to locate supporting details such as definitions or examples(Martha,1972: 47).

Based on the explanation above, it can be concluded that scanning strategies is good more effective to teach reading comprehension, especially in reading recount text then others ways that used so far in teaching reading comprehension. There are many opinions that scanning strategies is good way to improve English skills. The writer will describe the teachers' explanation toward the implementation of scanning strategies to achieve a goal that had been set of the researcher.

b) Scanning Strategies in Teaching Reading Comprehension

In teaching reading comprehension recount text using scanning strategies is effective for teacher and student. Scanning strategy can also be defined as a technique to locate specific items of information when we want to collect main idea from a text quickly and efficiently. By using this strategy, the efficiency occurs. The aims of the strategy are to get the work done and do it with minimum wastage of resources. In other words, by scanning strategy, students can answer the questions in the shortest period of time.

According to Sari, (2016)states that:

“In short, skimming and scanning are effective ways to increase the students reading ability that it contributes to their reading speed and comprehension”.

What they need to understand is how to use Wh-question or informative questions in finding the specific information related to the topic and the key words of the questions. The informative questions refer to the questions that can give some specific information about the text. The informative questions are usually started with the question words *what, where, when, who, why, whose, which, how etc.* The researcher chose this method because, the students were lead to get the information from the passage and by using Wh-question technique the students were accustomed to read the passage even to comprehend it.

So, scanning is effective way to answer those problems above and how to scan the text. Firstly, decide what you are looking for (who, when, why, where, what, how and key word). Secondly, move your eyes systematically and quickly over the text. Thirdly, skip all over information which is not relevant to your search. Fourthly, if you are not sure that the information is not relevant, mark it with a note so you can return quickly to it later. Fifthly, when you find something you're searching for, highlight it and read more carefully around it. Sixthly, if necessary, re-read the

sentence containing the highlighted information to understand the information fits into the overall context.

In this research, researcher wants to know how effectiveness scanning strategies in reading comprehension in recount text. In learning process, there are some problems in teaching reading comprehension. Firstly, students usually have difficulty to catch specific information from the text. Secondly, students usually have difficulty to understand the text. Thirdly, students usually have difficulty to get the meaning of each word in the text. Fourthly, students usually have difficulty to answer questions based on the text. Based on the students' difficulties, teacher needs to choose suitable text and strategy to teach the reading activity.

c) Skimming Strategies in Teaching Reading Comprehension

According to Aritonang, (2018:103) state that:

Skimming they were casting their eyes over its surface – to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusion are).

Teaching reading comprehension by using skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it. Skimming is a tool in which the author's sequence can be observed, unlike scanning in which some predetermined information is sought after. Skimming is a quick reading to get the general meaning of a passage, to know how the passage is organized, that is, the structure of the text, and to get an idea of the intention of the writer.

So, in teaching reading by using skimming strategies there are some purpose, firstly is used when reading some general question in mind. Secondly, skimming is used in making decisions on how to approach a text such as when determining if a careful reading is deserve. Thirdly, skimming is used to build student confidence and an understanding that it

is possible to gain meaning without reading every word in a text. Fourthly, skimming is used as part of speed reading. This method involves the student in surveying, questioning, reading, reviewing and reciting. Fifthly, skimming is used for the initial survey and for review. The last, skimming is a skill that a student may want to develop if they are planning to continue with academic studies. It is often used in reviewing for a test.

