

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter was dedicated to give a deeper understanding of the study. There were three levels in this chapter, previous study and review of related literature.

2.1. Previous Study

There are some studies that relate to the researcher's title. The previous studies that relate to the title is about reading, teaching reading and scanning technique.

The first one is the article that is written by Lana Nofelia Halimatul Ulmi and Siti Sundari(2015) entitle “ The Effect of Using Skimming and Scanning Technique on the Eighth Grade Student's Reading Comprehension Achievement of Recount Texts at SMPN Silo Jember”. This study decided to conduct the data of this research were obtained by doing interview, documentation and administering the reading test. From the analysis of the data, it was known that the mean score of the experimental group was 55.78 and the mean score of the control group was 48.92. In the output of the t-test column, it was shown that the sig. value was 0.022. It was lower than 0.05. Thus, it means that the mean score of the two classes (experimental and control groups) were different. It means that there was a difference between the experimental class and the control class. In conclusion, the use of skimming and scanning techniques gave an effect on the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Silo Jember.

The second previous study is journal that is written by Richard E. Bellman and Robert S. Roth (1979) entitles “A Scanning Technique for Systems Identification”. In this study, experimental investigation, scanning techniques have proven to be useful in observing the behavior of a system under study. The methods explored in this study have allowed us to construct the initial conditions associated with a mathematical model governed by a systems identivication 411 partial differential

equation where the system parameters are only those determining the initial conditions. Using a nonlinear partial differential equation as an example, the success of the method can be judged from the results shown in Tables I-III. In each of the examples, the theoretical initial conditions dictated entirely different nonlinear solutions arising from the same differential equation. After four iterations each study shows good agreement with the exact initial values. Where the result of this study is success, the method can be used to extract initial conditions from scanning data when the governing equation of the mathematical model is known.

The thesis that written by Muhlison (2011) with her thesis entitles “The Effectiveness of Contextual Teaching and Learning to Teach Reading Comprehension”. In this research, The writer collected the data using test and observation. Furthermore, the data was analyzed by using descriptive statistical analysis technique and the hypothesis used t-test. Hypothesis test shows that contextual teaching and learning more effective to improve students’ reading comprehension. This can be seen from the results of test score, it shows that the experimental class which was given treatment using contextual teaching and learning got higher score than control class without contextual teaching and learning. The result of this study is expected to be information and inputs for the institution, teachers, students and all of the circles to improve students’ achievement.

Next, the thesis that was written by Yohan Heru Purnama (2012) entitled “The Effectiveness of The Use of Scanning Strategy to Improve Students Reading Achievement of The Second Year of MTs N Wonosegoro in the Academic Year 2011/2012”. In the study, The techniques of collecting the data applied by the writer are documentation, observation, pre-test, and post-test. The data, which have been collected, are analyzed by using some books for the theoretical data and using t-test for the quantitative data. From the calculation of the t-test, the result of

the effectiveness between students' reading achievement taught with scanning strategy and without scanning strategy is 3.56. It means that the use of scanning strategy is effective to improve students' reading achievement. Therefore, the scanning reading strategy is appropriate to be applied in a reading class.

The last, the research has been done by Abdelrahman and Bsharah (2014) with his title "The Effect of Speed Reading Strategies on Developing Reading Comprehension among the 2nd secondary students in English Language". The result of his study is he showed that there was a significant difference on reading comprehension due to speed reading strategies and that indicated that training was effective for the experimental group which can be due training procedures and the instructional activities improved the students' performance on the reading comprehension scale as there were no learning chances for the controlled group.

Based on the previous studies above, there are some studies which have been conducted using various strategy in teaching reading. Those are prove that the result of teaching reading using scanning strategy is more effective in learning process. Thus, the writer would like conduct a research using some strategy but different skill. The reason why the researcher used scanning strategy because it can help students to get new information quickly. This strategy can make students more interesting not feel bored and more confident. It also can help students to study reading skill more enjoy and enthusiastic.

2.2. Review of Related Literature

2.2.1. Reading

a. The Definition of Reading

Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does

this by comparing information in the text to his or her background knowledge and prior experience (Mikulecky 2008:1).

Reading is one of the skills which must be acquired in language learning. Reading is previewing and predicting oral messages into read language, experiences, event, ideas, information, and feeling that can be expressed through reading. Reading also one of activities to understand message that written. Reading can help the reader to express what they are thinking into some words in meaningful form and mentally interact with the message. When reader read, reader can get many new information. Reading also to form the understanding reader about they read. The reader can get many knowledge when they try to read more time.

The various purposes for reading were to be lined up along a rate continuum, most of reading experts would be agree that tasks like proof-reading and reading poetry would provide anchor points on the "slow" end of the continuum and skimming and scanning skills would represent the fastest reading tasks (Maxwell,1972:47). Reading is the beginning of all skills, because by reading we can know the meaning contained in the text such as: grammar, vocabulary increase knowledge, spelling, articulation, punctuation, and many others. When we have strong foundation of our knowledge we are automatically able to master the four skills namely: listening, reading, writing, and speaking. Basically, reading is similar with speaking but reading needs more attention and more understand than speaking. When we are reading, it is not same with speaking. When we read, we need the correct intonation and know where we have to stop so catchy and not boring. Reading must calm so that the reader can understand

the meaning of the content. Reading need more concentration to get many new knowledge.

b. The Purpose of Teaching Reading

Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons (Harmer, 2007:99). The purpose of teaching reading is to increase student's interest for reading books. When they read many books, they can develop their imagination of the stories. If the story that they are read very interesting for them, they will read many books and they do not feel bored. In interesting topic, it will make them more curious and they also have a curiosity of all things. When the students accustomed to read so they can read without the teacher instruction, but they can read with the desire. Teacher can implant the rule to read every night as the begining to interest their desire to read many book.

According to Brown (2004:212) the reason for placing such reading into a separate category is that reading of this type of discourses almost always involves a focus on meaning using mostly top-down processing, with only occasional use of a targeted bottom-up strategy. Basically, everything what they read will determine their character because every person has a high imagination. There is a possibility of the story that they have read, it will be practiced in their lives if they do not get a good guide. When the student like to read, a part of time will they use to read a book. Students can easy to learn every leason when they active to read. Students will understand complicated language when they always read.

Skilfully students are use different strategy when they read. Teacher can helps the readers to develop these skills by doing specific exercise (Maharaj 2007:7). Every students get

different strategy to understand that they read. Teacher must help students to get a good strategy for the students. They need guidance from someone who have many experience to guide them directly. Thus, they get a referral and they would not have any appreciates from what they have read. When students like to read students will able to develop their creative idea in themselves.

c. Micro and Macro Skill of Reading

However, according to Brown (2004:187), the micro skills and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

There are some micro skills of reading. The first, discriminating between the distinctive graphemes and orthographic patterns of English. Second, retain chunks of language of different lengths in short-term memory. Third, the process of writing is an efficient rate of speed to suit the purpose. The next is, recognizing a core of word, interpreting word patterns and their significance. Then using grammatical word classes (nouns, verbs, etc.), systems (e.g, tense, agreement, and pluralization), patterns, rules, and elliptical forms. The next is, using a particular meaning that is expressed in different grammatical forms. The last is, recognizing cohesive devices in written discourse, signaling role the relationship clauses.

On the other hand, some of the macro skills of reading will be mentioned as follows. The first, recognizing the rhetorical forms of written discourse and the significance for interpretation. Second, recognizing the communicative functions of written texts, according to forms and purpose. Third, infer context that is not explicit by using background knowledge. After that, from describing events, ideas etc, infer

links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification. Then, distinguish between literal and implied meanings. Next, detect culturally specific references and interpret them in a context of the appropriate cultural schemata. Finally, develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of text (Brown, 2004:187-188).

d. Reading Strategies

According to Brown (2004:188), reading strategies, as indicated in item. Aside from simply testing the ultimate achievement of comprehension of a written text, it may be important in some contexts to assess one or more of a storehouse of classic reading strategies.

There are some principal strategies of reading. It will be mentioned as follows. The first is identifying your purpose in reading a text. The second is applying spelling rules and conversions for bottom-up decoding and use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning. The third is, guess in meaning (of words, idioms, etc.) when you are not certain. After that, skim the text for the gist, for main ideas and scan the text for specific information (name, dates, and key words). Then, using silent reading technique to rapid processing. Next, using marginal notes, outlines, charts, or semantic maps for understanding and retaining information. The last is, distinguish among literal, implied meanings, and capitalize on discourse markers to process relationships (Brown, 2004:188-189).

2.2.2. Scanning

a. The definition of Scanning

Scanning is a way to read very fast, you do not read all the word, and you read only the words you are looking for (Mikulecky and Jeffries, 1997:42). Scanning is one of method to read quickly by just looking at the bottom line or the information being sought. Students do not read all the text but their eyes only read the certain parts. Speed is very reliable in their eyes of this rapid reading strategy because the readers' eyes have to run fast to find the main information. If the readers' eyes find the main information, they must give a line or circle sign.

Readers often scan for looking information. They do not need reading all the words. They only read the words they need (Mikulecky and Jeffries, 1997:48). Readers use this method because it can save time to read and find the information quickly. In this way, the reader only looks what is needed. They just read some important parts that can give them an information that they want. If they have found the information that they want, they have finished a quick read. They do not need to read all the sentences. Thus, they have to work quickly to get the main information. How very easy and it can help for making the brain get hard work because they are required to fast.

b. The Purpose of Scanning

Scanning a reading text has the same procedure and purpose. The reader does not read a text or a passage in a vacuum. He or she has a purpose and the scanning process helps him or her to realize the purpose of reading (Tamsi, Pd., and Pd. 2013:3). Scanning is a strategy used to identify the reader knows more information faster. By using this strategy

we can know the specific contents of contexts. The purpose of this strategy helps to stimulate the brain to understand the content fast or the content in a readable text. If someone uses this strategy quickly, they will learn the information that they are want. If they get the information, they want to finish their reading quitly.

In scanning, the reader usually has a question to, or something specific to look for (Tamsi, Pd., and Pd. 2013:3). Once students starting use scanning strategy, they only have to read some part to answer the question because it is a goal to read the text. Reading strategies rely on the speed of the eye to get important information and understanding the meaning quickly. For example, reading the phone book, students cannot read one by one but they have to scan and headed on a name or a date when they write it fastly and easily to get information. This scanning strategy is often use because very simple for looking information what they want.

2.2.3. Characteristic of Students in Senior High School

Students' characteristics in learning academic are very active, creative and innovative. Therefore, the students are enthusiastic and fun in participating learning activities (Arkimawati 2013:8). In Senior High School, students not only expected to get progress academic but also they have get some supporting characters, such as; intellectual ability individually, active in all fields, and have a high enthusiasm in everything.

Teaching English to students of junior high school is different from teaching English to adult learners. The students of junior high schools have special characteristics (Brown 2001: 90). In Islamic Senior high School Jepara had differences with other public schools. In this school every one semester, students should be able to complete one SKU which are contains some of their

obligations. They should be tested around religion, for example: practice at dzuha prayer, Bilal Friday, memorize a prayer after sholat, the practice of deceased praying, reading the Qur'an, and many others. In this school, every Friday has a routine that is required to fill in a charity box in circulation per classes and home school before the prayer should read sholawat Nariryah to be tutored by teachers picket duty through speakers.

Allen (1983:45) said that teacher needs to own particular skill to teach junior high school. First, teacher should be conducted entirely in English. Second, teaching junior high school need skill in composing simple explanation. Teacher need different role to teach in every level. In an individual who will be directly involved in a society is surely not only requires Academic ability but also the ability of others as well. It required the cooperation between teachers and students to form a good personality and character to the survival of the nation.

2.2.4. Scanning Strategy in Teaching Reading

Scanning is a strategy that is used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant bits information (Brown, 2004:209). The variety of scanning objectives for each genre named must locate: the first, a date, name, or place in an article. Second, the setting for a narrative story and the principal divisions of a chapter. Third, the principal research finding in a technical report. After that, a result reported in a specified cell in a table. Finally, use to the cost of an item on a menu and specified data needed to fill out an application (Brown, 2004:209).

According to Brown (2004:209), one of the purposes of scanning is to quickly identify important elements, timing also be

calculated into a scoring produce. Usually, when the teacher give some assessment to students, the teacher always give a limit time to do the assessment. Scanning is right strategy to use because students do not need read all the content or text, but they just read the important point.