II. LITERATURE REVIEW

A. Reading Comprehension

Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, Finichiaro and Bonomo (1973: 199) state, "Reading is bringing and getting meaning from the printed or written materials". Joycey (2006: 2) says that reading is an active skill, where the reader interacts with the text, and to some extent the writer. Smith (1982: 5-6) says, "Reading certainly implies comprehension, and reading is something that makes sense to the reader." The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writers' messages from the texts.

"Reading is a construct process of guessing" (Grellet. 1985: 81: 7); "Reading is an active process of deriving meaning" (Goodman. 1976. Smith. 1978). Mackey (1979: 15) says. "Reading is an active process because it involves an interaction between thought and language". Reading as an active skill, where the reader interacts with the text, and to some extent the writer. It means if a reader finds a reading passage is interesting, his/her mind is fully engaged in trying to understand the reading.

In addition, Howart (2006: 1) cites that Reading is, of course, just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the readers. Then the readers try to decode the messages sent by the writer.

"Reading is termed a receptive skill: means that the reader receives input from a writer (www.enl.auth.gr/ttc/past/outlines%20JUNE2002.doc -). Receptive skill refers to the fact that readers have to infer meaning, using their knowledge of the world. "Receptive" means that the reader receives input from a writer. The readers rarely have the opportunity to question the author about what he or she really had in mind when writing a text.

Finocchiaro and Bonomo (1973: 132) describe reading comprehension as an ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions.

Smith (1982: 15) cites that comprehension in reading as a matter of "making sense" of text, of relating written language to what we know already and to what we want to know. Comprehension can be regarded as a condition where certainty exists. We comprehend when we have no doubt about alternative interpretation or decisions in our mind. In addition, Dallman (1982: 23) states that reading is more than knowing what each letter of alphabet standing for; reading involves more

than word recognition; that comprehension is an essential of reading that without comprehension no reading takes place.

Concerning comprehension, Simanjuntak (1989:) states that the first point to be made about reading is comprehension. comprehension can be regarded as a condition where no uncertainty exist. One comprehend when he/ she has all question answered because he/she has no doubt about all alternative interpretation or decision in his / her mind. As one reads, she / he is constantly asking questions, and as long as these questions are answered, and his / her uncertainty is reduced, then she / he comprehends.

Referring to the definitions above, it can be said that in comprehending the texts the students have to know their technique in reading. It means to make them easy to identify the specific information in the texts. One aspect that becomes essential in students' reading is the reading technique. It has direct "link" in comprehension and strategy or technique. The writer assumes that reading comprehension is students' competence in comprehending the specific information. words and surface meaning in texts which is described by students' score with an appropriate technique.

B. Teaching Reading

Hedge (2003) states that any reading component of an English language teaching may include a set of learning goals for:

* The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

- Building a knowledge of language which will facilitate reading ability

- Building schematic knowledge.

- The ability to adapt the reading technique according to reading purpose (i.e. skimming, scanning).

- Developing an awareness of the structure of written texts in English.

- Taking a critical stance to the contents of the texts.

It is important to build up students' ability to adapt the reading technique according to reading purpose (i.e. scanning technique) as a goal in teaching reading.

Alyousef (2005: 143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skills that they can read English texts effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the

development of different reading techniques: scanning, skimming, mapping. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

In short, in teaching reading the teacher should provide some techniques of reading to his/her students with the purpose to anticipate different types of reading texts. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively. As Suparman (2005: 1) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). To apply scanning as the technique in teaching reading means the students can get the specific information quickly without reading the whole passage.

The writer assumed that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. They used reading technique to make their reading effective and efficient. Scanning as one of reading technique was possible to be applied by the junior high school students in their reading, e.g. students were able to identify and look for the specific information (date, time, etc.) in various types of texts (functional and monologue texts).

C. Scanning and Skimming Technique

Vaezi (2006: 5) states that scanning is reading rapidly to find a specific piece of information. Grellet (1981) says, "Scanning is quickly searching for some particular piece of information in the text". According to Casey (2003: 2), scanning is a device used to locate details-specific question that may be asked at the end of the assignment. In addition, Ghani (1993: 1) says, "Scanning is a type of reading that involves finding a particular piece of information located in materials that are otherwise of no interest to the reader". This technique helps student locate information quickly. The reader must know how information is arranged in a reading and how a text is organized.

Scanning technique should contribute to building up the students' confidence by showing them how much they can learn simply by looking at some prominent parts of an article, by catching a few words only, by reading a few paragraphs here and there in story. Its aim certainly not to encourage the students better readers, that is readers who can decide quickly what they want or need to read
(Simanjuntak, 1989 : 58).

Nuttal (1982: 34) says that scanning means glancing rapidly through the text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for given purpose. Thus, scanning is a technique of reading to look for the detail or specific information based on the purpose of the readers, e.g. when the readers want to identify or look for the specific information (time, name, date and place) in an advertisement (functional text).

Scanning technique was used to discover required information to complete a given task such as making a decision about what to watch on TV schedule, a name or a

date on advertisement, or looking for certain specific information on short articles. Specific information was the goal of scanning the reading text without reading through the text wholly. As Brown (1994) says, "The purpose of scanning is to extract certain specific information without reading through the whole text". It is necessary for the students to become aware of the purpose and goal for reading a certain piece of written materials". For instance, the students may be guided to ask themselves, "*Why am I reading this text? What do I want to know or do after reading?*"

In fact while reading, the reader needs a technique to understand the text based on purpose or goals, i.e. scanning as an appropriate technique which the students can apply to get specific information quickly without reading the whole passage in various types of reading text that are found in daily life, e.g. advertisement, schedule, short articles. It can be used to encourage the students to focus and to concentrate on what they want or need to read in order to get the intended information quickly. Besides that, the students are practiced to think of clues to find the specific information, to move their eyes rapidly and to minimize boredom in classroom (Vaezi, 2003: 5).

Many people consider skimming and scanning technique search techniques than reading strategies. However when reading large volumes of information, they may be more practical than reading, for example, a reader might searching for specific information, looking for clues, or reviewing information. Novel, textbook, magazines, newspaper, and mail are just a few things that people read everyday. Effective and efficient readers learn to use many styles of reading for different purpose. Skimming and scanning are different styles of reading and information

processing. Skimming is used to quickly identify the main idea of a text. When the reader want to read a newspaper, they probably not reading it word-by-word, instead they are scanning the text. Skimming is done at a speed three to four times faster than normal reading. people often skim when they have lots of material to read in a limited amount of time. There are many strategies that can be used when skimming. Some people read the first and last paragraph using headings, summarizes and other organizers as they move done the page. they might read the title, subtitle, subheading and illustration, consider reading the first sentence of each paragraph. This technique is useful when they are seeking specific information. (www.open.ac.uk/skillforstudy/fast-reading-technique.php.). According to Nuttal in Simanjutak (1989:54) skimming is a useful skill to be applied in reading, it is mentioned that by skimming we mean glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work . Hanckock in Simanjuntak (1989 :58) also says that in preview skimming a reader read the introductory information, the heading and subheadings, and the summary, if one is provided. After skimming, decide whether to read the material more thoroughly, and select the appropriate speed at which to read. Skimming to get an overview is an important skill. by skimming to get 'gist' of the material and the students are able to cover all of it.

So, from the explanation above it could be assumed that scanning and skimming technique was appropriate and possible technique to be used in identifying the specific information in the text quickly without reading the whole passage. First, the students were distributed the questions. It was intended to make them

understand with the specific information in texts. And then, they were asked to scan the texts.

D. Advantages and Disadvantages of Scanning and Skimming Technique

Reading through scanning and skimming technique has some advantages and disadvantages. It can be explained as follows:

Advantages:

- The students are able to get the information quickly, directly and specifically.

- The students practice to think of clues to find the specific information.

- The students are stimulated to be creative and active in both asking and answering the questions about the specific information and clues related to the text (Beare, 2006:3).

Disadvantages (Beare, 2006:2):

- Scanning means reading quickly, in this case sometimes the students ignore to select which one the most important information, for example the students should find the information from a long text.

- The students might not read all of the information as they are just scanning and skimming to get the basic in formation.

From the explanation above, it can be assumed that scanning and skimming technique was a possible technique for the students to be applied in their reading. Besides identifying the specific information, the students were trained to think of clues for the detail information. Needless to say, scanning technique can motivates them to be active in finding the specific information in texts.

E. Criteria for Choosing Various Types of Reading Text

The researcher used the authentic texts and textbook, since the textbook did not cover the types of texts that students have to read (e.g. advertisement, schedule, etc.). Besides, authentic materials are more suitable for the students to apply as what they find in real life. "Authentic texts can be motivating because they are proved that the language is used for real-life purposes by real people." (Nuttall, 1996: 172). The students can extract real information from a real text in a new/different language. It also can be extremely motivating, therefore increasing students' motivation for learning by exposing them to *'real'* language (Guariento & Morley 2001). Therefore, with authentic materials used the students can reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classrooms.

The reading texts are selected based on the following reasons (Nuttall, 1996):

- Its length is considered appropriate for the junior high school students – long enough to contain ample testable information, and not too long as to over-task students (number of paragraph is about 3-4 paragraphs for the articles and not more than ten sentences for the functional texts). For the words contain have to be equal each of the texts.
- The level of difficulty is suitable. The researcher takes and uses authentic materials, since the textbook do not provide the various types of text that students need to know. The materials are taken from English magazines and newspaper for Indonesian readers. Therefore, the materials are quite appropriate and familiar for the students.

- Suitability of content, the materials are chosen for students' interest and the materials that have been taught. The themes are based on the Junior High School English 2006 Curriculum . The genres are functional texts (advertisement, schedule.) and monologue/essay or articles for Junior High School students (narrative, recount, descriptive, procedure).

- Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students (i.e. for intermediate level, Junior High School students).

  Is the text too easy / difficult for the student?

  Is it structurally too demanding / complex?

  How much new vocabulary does it contain? Is it relevant?

- Exploitability refers to how the text can be used to develop the students' competence as readers. A text that can not be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful.

The materials were chosen from authentic sources not only from students' textbook, since the language was real and not only studied in classroom. The materials were functional and monologue texts for Junior High School students. Authentic materials could raise students' awareness and motivation in scanning the texts. The materials were also adapted from curriculum 2006 based on students' interest and the materials that had been taught.

F. Teaching Reading through Scanning and Skimming Technique

"Reading well" does not mean reading everything at the same pace and with the same technique (Casey, 2003:1). Readers should be flexible. Once they determine their purpose for reading, they adjust their technique of reading to fit the type of material they are reading. Scanning is one of category of reading techniques, e.g. this skill can be used to get an overview of the content (date, time, etc.) while read a TV schedule.

Before starting to read a text, it is natural to think of the purpose of reading the text. Good reader expects to understand what they are reading. It includes the type of the text, their purpose of reading and an appropriate technique of reading that the students should apply. Scanning as a technique, which means read quickly in order to identify specific information is appropriate to be applied in various types of texts.

Vaezi (2003:3) have stated that good readers are active readers. They must be active in identifying the information they want in the text. They interact with the text to interpret the meaning or get what they want in the text. Therefore, the readers should match and fit the reading technique with the types of texts.

Teachers also should be aware that there are actually three main levels of strands of comprehension: Literal, Interpretative, and Critical comprehension (Mohammad, 1999:2). Teachers' responsibility is to determine the levels of comprehension they aim at. Students' reading ability in identifying the specific information is in the first level of comprehension "Literal Comprehension". Comprehension at this level involves surface meaning; it is intended as a guide for teachers when preparing reading assessment. The teacher can ask students to find information and ideas that are explicitly stated in the text.

Classroom reading aimed at helping students develop in reading technique i.e. scanning technique. They needed to read more effectively in various types of texts. The researcher administered a classroom activity, which aimed at reading practice focusing on scanning technique. The activity included comprehension questions used as cues for scanning technique; it was a good idea to do some awareness rising of the various types of reading skills that they use naturally in their mother tongue (Beare, 2006:1). The activities are as follows:

- Doing a short awareness rising session by asking the students how they go about making decision based on schedules, short articles, etc. It means to make the students aware of the purpose of their reading. Focus on whether they read every word and if the read in strict order when making such a decision in their mother tongues.

- Reminding them that this process is the same in their mother tongue and does not require that they understand every word perfectly.

- Distributing comprehension questions and the text to the students.

- Making a special point of asking students to complete the exercise by first reading the question and then scanning for the appropriate answer.

- Asking the students to use the text to answer the questions. To increase difficulty add timing element (this should help students who insist on understanding every word not to do so).

- Extend activity by bringing a number of magazines concern with music, entertainment, traveling or similar activity and asking the students to complete a given task e.g. finding a destination, they would like to visit. Once again, asking the student to do the exercise by scanning and not reading each word.

G. Teaching Procedures

Three various types of reading passages were taken from many sources (English magazine, newspaper, students' textbook.) in this research. The reading passages were chosen based on the students' interest and the readability. The steps of this activity were divided into three phases, included pre-reading, while-reading and post-reading.

The procedures in conducting the treatments in this research based on Alyousef, H.S (2005) were:

Pre-reading:

- Giving the pictures related to the topic. E.g., the topic was about film and movie, the teacher brought pictures of students' favorite movie stars. It is to brainstorm and begin them with the topic would be discussed.

- Asking their arguments or comments about the topics. So, each student could give her/his comment about the topic that had been brainstormed. It intended to correlate students' schemata with the topic of texts that would be presented.

While-reading:

- Doing a short awareness rising session by asking the students how they went about making decision based on schedules, short articles, e.g. the schedule of their favorite movie on TV (time, day). Focusing on whether they read every word. It also made the students aware of the purpose of their reading and text characteristics or text types they would read, e.g. schedule included in functional texts and their purpose was to know the schedule of TV program.

- Reminding them that this process was the same in their mother tongue and did not require that they understood every word perfectly. It was done to make the students familiar with and accustomed to the process that they usually did in their mother tongue.

- Distributing questions (multiple choices) and asking the students to understand the questions. It was intended to make the students recognize and comprehend which specific information in the texts.

- Giving the texts (TV schedule) to the students as the concept of scanning technique, the students had had their questions or purpose to be answered before they read the texts.

- Making a special point of asking students to complete the exercise by first reading the question and then using scanning technique for the appropriate answer.

- Asking the students to use the schedule to answer the questions. To increase difficulty adding timing element (this should help students who insisted on understanding every word not to do so).

Post-reading

- Extend activity by bringing in a number of texts i.e. short articles (monologue text) and functional texts concerning travel, entertainment, hobby or similar activity and asking the students to complete a given task e.g. finding the activity to spend their holiday as their hobbies. Once again, asking the students to do the exercise by scanning and not reading each word. It was intended to make the students understand and aware of the scanning technique procedures well. By this, they would recognize the advantages of the

technique. Practically, they used to scan the texts when they wanted to identify the specific information.

H. Theoretical Assumption

Students' reading comprehension can be developed through various techniques. The same technique might be better to be applied in reading ability. One of reading comprehension activity for the students is identifying the specific information. The students have to be able to identify the specific information in various types of texts (monologue and functional texts as the reading materials for Junior High School based on the 2006 Curriculum). In addition, those texts contain the detail information that required the students to identify. So that, a possible technique to be matched with students' purpose in reading. It is aimed at getting the specific information in the texts.

Junior High School students have functional and monologue texts as their reading based on Curriculum 2006. Scanning technique and skimming was suitable and appropriate to be applied as students' technique in reading. They find a lot of specific information in functional and monologue texts. So that, it was possible for applying scanning and skimming as one of Junior High School students' technique in reading. They can directly and quickly identify the specific information in the texts without reading the whole passages. Therefore, the writer assumed that scanning technique can be used to increase students' reading comprehension in identifying the specific information in functional and monologue texts for Junior High School students. It made the students aware of their purpose of reading and could motivate them to identify the specific information in the texts.

I. Hypotheses

Referring to the theoretical views presented earlier, the researcher stated her hypothesis as follows:

There is significant increase of students' reading comprehension achievement in identifying the specific information after being taught through scanning and skimming technique.