

## **II. FRAME OF THEORIES**

This chapter provides the concept of reading, concept of reading aspect, concept of reading comprehension, the concept of teaching reading, the concept of narrative text, the concept of scanning technique, advantages and disadvantages of scanning technique, the criteria for choosing various types of reading text, teaching reading through scanning technique, teaching procedures, theoretical assumption, and hypothesis.

### **2.1 Concept of Reading**

Reading is one of the important skills which are needed by the students from elementary school to university. There have been several experts who provide the definitions of reading. Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, Finichiaro and Bonomo (1973: 199) state that 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 that 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 writer's messages from the texts.

Grellet (1985; 81: 7) states that reading is a construct process of guessing. Goodman (1976) and Smith (1978) say that reading is an active process of deriving meaning. Mackey (1979: 15) says that 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 that sent by the writer.

From the definitions above, it can be inferred that reading is an act of communication in which information is transferred from a writer to a reader.

## **2.2 Aspects of Reading**

In this research, the researcher used three reading aspects in conducting the research, namely specific information, references, and vocabulary.

### **1. Specific information**

Mc. Whother (1986:36) states that supporting sentence od specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation.

### **2. References**

Latulippe (1986:20) defines that reference is words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that such words are used, they are signals to the reader to find the meaning elsawhere in the text.

### **3. Vocabulary**

According to Wallace (1987:30) vocabulary is the stock of words used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who want to speak or to produce utterance for reading.

## **2.3 Concept of Reading Comprehension**

Finocchiaro and Bonomo (1973: 132) suggest that reading comprehension is 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 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.

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 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 the texts which is described by students’ score with an appropriate technique.

#### **2.4 Concept of Teaching Reading**

Hedge (2003) states that any reading component of an English language teaching may conclude 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 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 some 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 so 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 technique to the students with purpose for reading to anticipate different type 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).

## **2.5 Concept of Narrative Text**

According to School Based Curriculum (KTSP) for 8<sup>th</sup> grade of Junior High School students, there are several types of text that can be implemented for

teaching, namely descriptive, procedure, recount, narrative, and report. Narrative text is a text which deals with problematic events. Its purpose is to amuse or entertain the readers.

**Generic structure of narrative text are:**

- Orientation : sets of the scene, where, when or introduces who is the participant.
- Complication : what problem did the character(s) have?
- Resolution : how was the problem solved?
- Coda (optional) : attitude messages to the readers.

**Language Features of narrative text are:**

- Focus on specific or individual participant
- Use of past tense
- Use of temporal conjunction or temporal circumstance: first, then, once upon a time, etc.
- Use of material process or action verbs.

To be clear, the following is the example of narrative text:

**Cinderella**

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the hall came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the hall without her.

Fortunately, the fairy god came and helped her to get to the hall. At the hall, Cinderella danced with the prince. The prince fell in love with her then he married her. They live happily ever after.

**2.6 Concept of Scanning Technique**

There have been several experts who provide the definition of Scanning. Vaezi

(2006: 5) states that scanning is reading rapidly to find a specific piece of information. Grellet (1981) says that 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.

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 is 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 is 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 goal, 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).

It could be assumed that scanning 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.

## **2.7 Advantages and Disadvantages of Scanning Technique**

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

The advantages of reading through scanning technique :

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

specifically.

- The students are practiced 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).
- The students are motivated to look for the specific information and looking for clues they need in various types of texts (Vaezi, 2003: 4).
- The students are trained to run their eyes over a text quickly in order to locate specific information (Suparman, 2005: 55).
- The students can use the technique of scanning when they are looking for specific answers to information. Because the students know exactly what questions they want to answer, they speed-read and their eyes scan over the words / pages very quickly until they find what they are looking for, Then, the students can focus on the details they require  
(<http://etrain2.nuigalway.ie/studyskills/resources/chapter4.pdf>).

The disadvantages of reading through scanning technique (Beare, 2006: 2):

- Scanning means reading quickly, in this case sometimes the students ignore to select which one the most important information.
- For some students they are difficult to comprehend and apply scanning as the technique in various texts, such as novel or short story.

From the explanation above, it can be assumed that scanning technique is a possible technique for the students to be applied in their reading. Besides identifying the specific information, the students are trained to think of clues for the detail information. Needless to say, scanning technique can motivate them to

be active in finding the specific information in texts.

## **2.8 The 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 had to read (e.g. advertisement, schedule, etc.). Besides, authentic materials were 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 was used for real-life purposes by real people (Nuttal, 1996: 172). The students could 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 could 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 was real and not only studied in the classroom.

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

- Its length is considered appropriate for 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). For the words contain have to be equal each of the texts.
- The level of difficulty is suitable. The researcher will take and use authentic materials, since the textbook does not provide the various types of text that students need to know. The materials will be taken from English textbooks and module. Therefore, the materials are quite appropriate and familiar for

the students.

- Suitability of content, the materials are chosen for students' interest and the material that have been taught. The themes are based on the Junior High School English Curriculum 2006. The genre is monologue/essay or articles for Junior High School students (narrative).
- 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 students?*

*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 cannot 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 is real and not only studied in classroom. The materials are monologue texts for Junior High School students. Authentic materials can raise students' awareness and motivation in scanning the texts. The materials were adapted from curriculum 2006 based on students' interest and the materials that have been taught.

## 2.9 Teaching Reading through Scanning 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 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) states 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 the texts.

Teachers should also be aware that there are actually three main levels of strands of comprehension: Literal, Interpretative, and Critical comprehension

(Mohammad, 1999: 2). Teacher’s responsibility is to determine the levels of comprehension they aim at. Student’s 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 aims at helping students develop in reading technique i.e. scanning technique. They need to read more effectively in various types of texts. The researcher administers a classroom activity, which aims at reading practice focusing on 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 short articles, and monologue text etc. It means to make the students aware of the purpose of their reading. Focus on whether they read every word and if they 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.

## **2.10 Teaching Procedures**

Three various types of reading passages will be taken from many sources (English magazine, module, 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 for conducting the teaching of reading include three steps, pre, while, and post (Alyousef, 2005):

### *Pre-reading:*

- The teacher asks the students about some routines questions. Such as, Hi students, good morning, how are you? Etc.
- The teacher asks the question related to the topic they will learn, e.g. Have you heard the story of cinderella? Etc.

### *While-reading:*

- The teacher explains about the generic structure, grammatical features and social function related to the topic "cinderella"
- The teacher explains how to use scanning technique to answer the question in the text
- The teacher distribute a text entitled "Cinderella"

- The teacher asks the students to do the reading comprehension test individually
- The teacher and the students discuss the answer of the reading comprehension together
- The teacher gives the second text and asks the students to answer the questions by using scanning technique.
- The teacher collects the students answer

*Post-reading:*

- The teacher asks the students about what they have learnt.
- The teacher asks the students about the difficulty in understanding the lesson

By implementing this technique, it is hoped that there will be a significant improvement of students' reading comprehension ability of narrative text before and after being taught through scanning technique.

### **2.11 Theoretical Assumption**

Students' reading ability can be developed through various techniques. The same technique might be better to be applied in reading ability. One of reading ability 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 curriculum 2006). In addition, the texts contain the detail information that requires the students to identify. Particular technique might match with students' purpose in reading. It is aimed at getting the specific information in the texts. An

appropriate technique is considered developing students' reading ability can be developed.

Junior High School students have functional and monologue texts as their reading based on curriculum 2006. Scanning technique is suitable and appropriate to be applied as students' technique in reading. They find a lot of specific information in the texts without reading the whole passages. The writer assumes that scanning technique can be used to increase students' reading ability in identifying the specific information in functional and monologue texts for Junior High School students.

Based on the literature review and the explanation above, it can be assumed that scanning technique can be used to increase students' reading ability in identifying the specific information in monologue and functional texts for Junior High School students. It will make the students aware of their purpose of reading and can motivate them to identify the specific information in the texts.

### **2.12 The Hypothesis**

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

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