IMPROVING STUDENTS' READING COMPREHENSION THROUGH SCANNING TECHNIQUE AT THE SECOND GRADE OF SMPN 21 BANDAR LAMPUNG

(A Script)

By

Iin Indriani

FACULTY OF TEACHER TRAINING AND EDUCATION

LAMPUNG OF UNIVERSITY

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ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION THROUGH SCANNING TECHNIQUE AT THE SECOND GRADE OF SMPN 21 BANDAR LAMPUNG

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Mastering reading skills are important for all people especially in junior high school students. Reading is the language skill which learners usually find the most difficult. They felt under pressure to understand every word because they are lack in their vocabulary. It automatically influenced their ability in making inferences, finding information detail and finding main idea. The teacher has an important role to choose appropriate methods and techniques to attract students' passion in improving these skills.

This research was aimed at finding out whether there is significant difference of students' reading comprehension before and after taught through scanning technique and investigate which aspects in learning macro skills of reading comprehension significantly improve when scanning technique implemented in teaching reading. The sample was one class of SMPN 21 Bandar Lampung consists of 29 students as experimental class, which was selected by using simple random sampling. Reading test was used in this research.

The result showed that the students' mean score of pre-test was 12.21 and their score of post-test after the implementation scanning technique was 16.53, in which the gain amounted 4.32. It means that there was significant difference of students reading comprehension before and after taught through scanning technique. Specifically, scanning technique be used to improve students' reading comprehension in five aspects of macro skills of reading comprehension, such as identifying main idea, finding specific information, making inference, determining reference, and understanding vocabulary. The highest improvement was achieved by identifying main idea was 25 points from 110 to 135. It was proven by the result of Paired Sample T-Test, which showed that the value of two tails significance is (0.00) smaller than alpha (0.00<0.05) and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that scanning technique be used to improve students reading comprehension significantly, especially in identifying main idea.

Keywords: reading comprehension, improving, scanning technique

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A Script

Submitted in a Partial Fulfillment of

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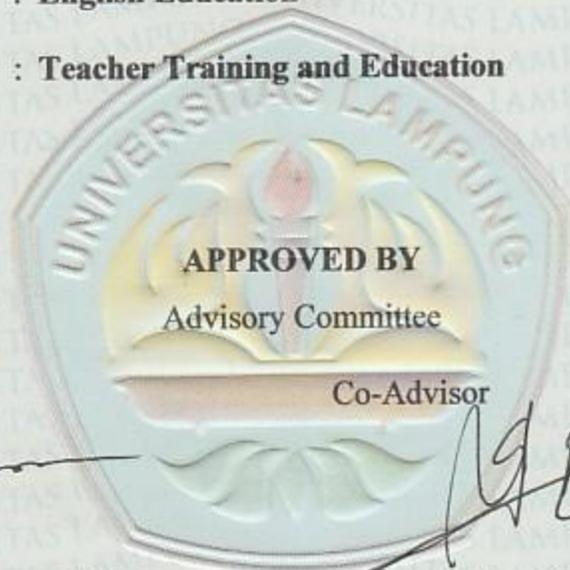
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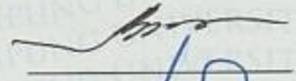NIP 19540705 198603 1 003   NIP 19570721 198603 1 003

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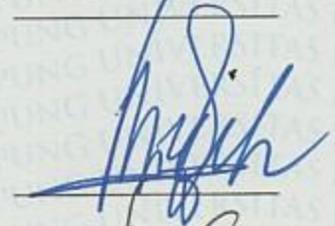NIP 19620203 198811 1 001
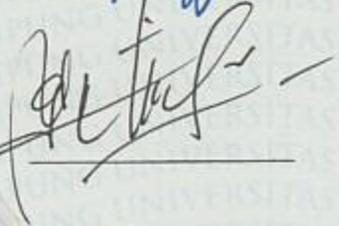
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CURRICULUM VITAE

The writer's name is Iin Indriani who was born in Kotabumi, August 22nd, 1994. She is the third child of Mr. Usman Ismail, S.H and Mrs. Hikmawati.

She started a formal education at SDN 4 Gedung Negara, North Lampung in 2000 before continuing her study at SMPN 1 Hulu Sungkai, North Lampung which graduated in 2009. Then, she continued to senior high school level at SMAN 1 Bukit Kemuning, North Lampung and successfully finished it in 2012. In the same year, she was registered as an S-1 college student of Lampung University, particularly at English Department of Teacher Training and Education Faculty.

On July 27th to September 23rd 2015, she conducted KKN at Pekon Tekad, Pulaupanggung and Teaching Practice Program (PPL) at SMPN 1 Pulaupanggung.

DEDICATION

Alhamdulillah, this script would humbly be dedicated to:

My beloved parents: Usman Ismail, S.H and Hikmawati

My brother and sister: Kurniawan and Reny Isnaini

My best friends: Fitri, Fina, Iyo, Lara, Vela, Arum, Shelvi, Anggi, Devina, Fadhilla, Indah, Jeni, Maya, Riris, Suci, Bayu, Dimas, Ervi, Ika, Maulida, Putri, Reza, Sherly, Taqim, and Yolanda

English Department 2012

My almamater, University of Lampung

MOTTO

"Many of the failures in life because people did not realize how close they were to success when they gave up"

(Thomas Alva Edison, 1968)

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Finally, the writer believes that her writing is still far from perfection. There are might be weakness in this research. Thus, comments, critiques, and suggestions are always opened for better research. Somehow, the writer hopes this research

would give a positive contribution to the educational development, the readers and

to those who want accomplish further research.

Bandar Lampung,   Juni 2016
The writer,

Iin Indriani

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I. INTRODUCTION

This chapter described several points i.e. introduction that deals with background of the problem, which includes the reason for conducting the research, the problems in teaching reading skill, and the suitable teaching method which suitable in improving students'reading ability. This chapter also describes: (1.) research questions, (2.) objectives of the research, (3.) uses of the research, (4.) scope of the research, and (5.) definition of terms.

1.1. Background of the Problem

In teaching reading skills, the teacher should have a technique which is able to improve students' reading skill. Reading lesson, as it is widely known that is very complex language skills to master. Mastering reading skills are important for all people especially students in junior high school. Reading is the language skill which learners usually find the most difficult. They felt under pressure to understand every word because they are lack in their vocabulary. It automatically influenced their ability in making inferences, finding information detail and finding main idea. The teacher has an important role to choose appropriate methods and techniques to attract students' passion in improving these skills. According to Harmer (2002: 199) reading is called receptive skills and these skills basically are the ways in which people extract meaning. Furthermore, Grabe and Stoller (2002: 9) argue that reading is the ability to draw meaning from printed

page and interpret this information appropriately. This activity ordinarily requires the readers not only to read the texts, but also understand it. Thus, it can be said that reading always comes along with comprehension.

In fact, reading is very useful in human life because by reading readers would understand the information provided by the writer. In other words, reading is not easy as what people think because it is not only requires to read a series of sentences, but also it need the reader to understand the content of the reading text and its purpose.

Therefore, it is uncommon that Junior High School students still could not obtain reading skill appropriately. It is now obvious that reading comprehension is an ability to construct a meaning from a text. Reader should be able constructing the meaning internally from interact with the material that is read. For students, they are not expected to be able to read the text, but also comprehend it. Because, the fundamental goal for any reading activity is understand the languages, includes comprehending (Kustaryo, 1988:1).

More specifically, reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how the students trigger knowledge outside the text. The students can understand an English text but they cannot comprehend what is in the content of the text that they have read. Reading proficiency depends on the ability of students to recognize words quickly and effortlessly. If the students have difficulty to recognize the word, the students use too much processing capacity to read individually words, which interferes with their ability to comprehend what is

read. For that reason, good technique is needed by the teacher to help students is able to comprehend the text easily and to achieve the goal of learning.

It is commonly acknowledged that one of the techniques in reading is scanning technique. The technique is needed not only to overcome students' difficulties, but also to improve students' reading comprehension. Scanning is quickly searching for some particular piece of information in the text (Grellet, 1981). Scanning is the technique for quickly finding specific information in a text while ignoring its broader meaning, it searches for keywords or idea in a written text (Brown, 2001: 308). It is hoped that scanning technique can help the students to find out specific information (e.g. name, time, and place) in the text without reading the whole text quickly.

Furthermore, in learning process, students should have a purpose or keyword before they look for the specific information; after they get the purpose or keyword from the questions, their eyes should be move in the text quickly to find out the specific information. Besides, scanning technique as a technique in reading is useful to be used to identify the specific information in various types of texts for Junior High School students. Thus, the students can apply the technique in their reading texts appropriately.

In order to investigate whether or not the students have achieved maximum result of reading comprehension, this research was conducted pre-observation activities at the SMPN 21 Bandar Lampung. It was found that the students had problem in their reading ability. They were not able to acquire reading comprehension. In other words, they found crucial of difficulties in some aspects of reading

comprehension, for examples, identify main idea, identify specific information, finding reference, inference, and understanding vocabulary. However, in fact, most of the students still face some difficulties in comprehending the texts. To be more concrete, Agustiara (2014) in her research at SMPN 13 Bandar Lampung found that the students still faced some difficulties in answering the questions in English especially in reading comprehension.

From the problems that have been investigated by the previous study, this research tried to apply scanning technique actually in reading as a technique for the Junior High School students. It could be said that this technique help the students located information quickly. That was to say, the reader should find out how information arranged in a reading and how a text was organized.

This research was conducted at the second grade of SMPN 21 Bandar Lampung. There are differences between this research and previous research findings of scanning technique in teaching reading comprehension. In previous research finding by Agustina (2010) that was teaching reading comprehension through scanning technique at the second year of SMP Negeri 5 Bandar Lampung. In her research, three aspects of reading skills, such as specific information, reference, and vocabulary were the focus. Meanwhile, in this research, five aspects of reading skills, such as main idea, specific information, inference, reference, and vocabulary were included.

Therefore, this study was focused to find out the differences students' reading comprehension before and after taught through scanning technique and which aspect of reading comprehension that improve the most after using scanning

technique in term of macro skills at the second grade of SMPN 21 Bandar Lampung.

1.2. Research Questions

Considering the background presented above, the formulation of the research can be cited as follows:

1. In general, "Is there any significant difference of students' reading comprehension before and after being taught through scanning technique at the second grade students of SMPN 21 Bandar Lampung?"

2. Specifically, "Which aspects of reading comprehension improve the most after using scanning technique in teaching reading in terms of macro skills at the second grade of SMPN 21 Bandar Lampung?"

1.3. Objectives of the Research

In reference to the research questions, the objectives of the research were:

1. To find out whether there is significant difference students' reading comprehension before and after being taught through scanning technique at the second grade students of SMPN 21 Bandar Lampung.

2. To investigate which aspects in learning macro skills of reading comprehension improve the most when scanning technique implemented in teaching reading.

1.4.Uses of the Research

Hopefully, the findings of the research were expected to be beneficial result the following points:

1. Theoretically, the result of this research is expected to confirm the previous theories of teaching reading by using Scanning technique.

2. Practically, the result of this research is expected to give information to the English teacher about technique in teaching, especially by using scanning technique. Besides, it also explains about the influence of scanning technique to improve students' reading comprehension.

1.5. Scope of the Research

This study was quantitative research which focused on find out the result of students' reading comprehension before and after taught through scanning technique and which aspects of reading comprehension improve the most after using scanning technique in terms of macro skills. The subject of the research was the second grade students of SMPN 21 Bandar Lampung in the 2015/2016 academic year. The learners based on the curriculum have already studied*: (1). Vocabulary, (2). Grammar, (3). Tenses, and (4) Structure*. The text that used for scanning technique in this research was monologue text (a text that displays storyteller). This research focused on narrative text (imaginative experiences). Particularly, narrative text was related to the syllabus of the second semester for second grade of Junior High School. The students were expected to be able to

comprehend some reading aspects in macro skills: main idea, specific information, reference, inference, and vocabulary.

1.6. Definition of Terms

Same definitions used in this study were needed in order to have the same perception, especially for the ideas of the terms and to avoid ambiguity; they were:

1. Reading Comprehension

   Reading comprehension is important and difficult enough since it is a matter of identifying letters in order to recognize words to get the meaning from what is read, involving making connection, among words and ideas presented in the text and the readers' own background knowledge about the text they read will have difficulties, such as determining main idea, finding specific information, making inference, determining reference, and understanding vocabulary

2. Main Idea

   Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text.

3. Specific Information

   Specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause, and effect statistics and quotation.

4. Inference

    Inference is an educational guess or prediction about something unknown based on available facts and information.

5. Reference

    Reference is words or phrase used either before or after the references in reading material. They are used to avoid unnecessary repletion of words or phrases.

6. Vocabulary

    Understanding vocabulary items consists of parts of speech such as: noun, verb, adjective, and adverb.

7. Macro Skills

    Macro skills are a big scope including of some principles in mastering reading to identify main idea, specific information, inference, reference, and vocabulary.

8. Scanning

    Scanning means glancing rapidly through the text either to search for a specific piece of information (name, date, place, etc) whether the text is suitable for given purpose (Nuttal, 1982: 34).

9. Improvement

    Improvement is the process of a condition moving from one state to a state considered to be better, usually through some action intended to bring about that better state.

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of concept of reading, aspect of reading skills, typical comprehension question for reading text, concept of narrative text, concept of teaching reading skills, techniques in teaching reading, nations of scanning technique, the relationship between reading comprehension and scanning, teaching reading through scanning technique, procedures of teaching reading through scanning technique, advantages and disadvantages of scanning in teaching reading, theoretical assumption, and hypothesis.

2.1. Concept of Reading Skills

Although reading is one of receptive skills like listening, many people use the term reading in different ways. It is because people have different importance when they are reading. Therefore, reading will be described and defined in various ways. Reading is one of English skills besides listening, speaking, and writing. According to Armbruster, Lehr, and Osborn (2003: 10) reading, theoretically, is one of the complex skills to master since it has many crucial elements, such as, (1) phonemic awareness (the ability to hear, identify, and manipulate the individual sounds—phonemes—in spoken words, e.g. *the word "drum" is made up of four individual phonemes: /d/ /r/ /u/ /m/*. **/d/** is stops (two articulators (lips, tongue, teeth) are brought together such that the flow of air through the vocal tract is

completely blocked), */r/* is liquids (a cover terms for all L-like and R-like articulations), */u/* is vowel (a sound produced with no constriction in the vocal tract) and */m/* is nasal (air escapes not only through the mouth (when you open your lips) but also through the nose), (2) phonics (the understanding that there is a predictable relationship between phonemes and graphemes, e.g. *when children understand that* **"bake"** *is spelled with an "e" rather than* **bak***, they are better able to read, spell, and write words like* **cake /keɪk/, lake /leɪk/, make /meɪk/, take /teɪk/, wake /weɪk/, and** *snake /sneɪk/)***,** (3) vocabulary (knowledge of the meaning, use, and pronunciation of individual words, e.g. *Build /*bɪld⁄ (verb) - to construct; develop systematically), (4) fluency (the ability to read text quickly, accurately, and with expression, e.g. *Teacher models reading of a passage explicitly teaching smooth reading and pausing at punctuation*), and (5) comprehension (often identified as the primary goal of reading, e.g. *After the students read the story, close the book, and let them to retell it*). So, if the students want to master in reading skills, they should be learn to read effectively by using elements of reading skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Besides that, the teacher should help the students to be master in reading skills.

According to Nuttal (2000: 2) states reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

According to Pang (2003: 6) as quoted by Noviyanto (2012) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

Meanwhile, Howard (2006: 1) says that "reading is, of course, just as communicative as any other form of language". In other words, 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. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge.

Now, it can be assumed that reading is an act of communication in which information is transferred from a writer to a reader. The act of communication in reading means the writer should choose the words when he or she writes his or her writing so that the readers are able to understand the meaning of written text, including: (1.) grapheme (is a letter or a number of letters that represent a sound (phoneme) in a word), (2.) structure (how information is organized in a passage), and (3.) semantics (the study of the meaning of language) (Billmeyer, R., and Barton, M. L.: 1998).

2.1.1. Concept of Reading Comprehension

Comprehension means relating to what we do not understand or new information, to what we already know (Eskey, 1986: 15). Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Smith (1982: 15) states 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 condition where certainly exist. We comprehend when we have no doubt about alternative interpretation or decisions in our mind.

As we know, reading comprehension is defined as the process by which a person derives meaning from print. It is complex, dynamic process which requires active engagement with the text and a conscious effort on the part of the reader to gain meaning from what is read. Reading with comprehension will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. According to Wassman and Rinsky (2000: 2) states that to understand all the printed materials in English, high reading proficiency is of paramount importance without which the information will not be comprehended. However, it takes an "effective reader" to make sense out of the print which EFL students are bombarded daily. Thus, becoming an effective reader means the reader has reading skills and knows how to use them effectively". Because of the comprehension of reading, the students can get the information transferred by the writer.

From the statement, it can be concluded that in reading is not enough for reader to understand a set of words in a sentence only. The reader also must be able to comprehend the reading text in order to get the message and information from what they have read.

According to Troschitz (2005:4-6), the intellectual skills are divided into two terms: micro and macro skill. Micro and macro skills have their own implementation in reading activities. Here are crucial points of micro skills which should be implemented in reading class.

1. Discriminating among the distinctive graphemes and orthographic pattern of English. Grapheme is a letter or letter pattern that spells a a phoneme (speech sound). English has a complex code in which 1-4 letter graphemes can represent 1 sound. For example, 1 letter grapheme: **c** a t. The sounds /k/ is represented by the letter 'c'. 2 letter grapheme: l **ea** f. The sound /ee/ is represented by the letters 'e a'. 3 letter grapheme: n **igh** t. The sound /ie/ is represented by the letters 'i g h'. 4 letter grapheme: th r **ough**. The sound /oo/ is represented by the letters 'o u g h'. Then, orthographic is the set of symbols used and the rules about how to write these symbols. The example the word *cat* / k<u>æt</u>/ consists of three letters ⟨c⟩, ⟨a⟩, and ⟨t⟩, in which ⟨c⟩ represents the sound /k/, ⟨a⟩ the sound /<u>æ</u>/, and ⟨t⟩ the sound /<u>t</u>/. This typical aspect of reading is crucial in reading especially in the beginning level.

2. Retaining chunks of language of deference lengths in short-term memory. In studies of language acquisition, chunks of language is several words that are customarily used together in a fixed expression, such as "*in my*

opinion," "*to make a long story short,*" "*How are you?*" or "*Know what I mean?*".

3. Recognizing a core of word, and interpreting word order patterns and their significance. A core word is a set of words that a student is expected to be able to read and spell. Examples of core word are *big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you.*

4. Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.

5. Recognizing that are particular meaning may be expressed in deferent grammatical forms. Recognize that a particular meaning may be expressed in different grammatical forms. For example, word forms *child, children, childs', children's* have the same lexical meaning and have different grammatical meanings. They constitute a lexeme (About this sound pronunciation).Word-forms *children, boys, men, books* have the same grammatical meaning and have different lexical meanings. They constitute a grammeme (a categorical form, a form class)

6. Recognizing cohesive in written discourse and their rule in signaling the relationship between and among clauses. Here are of cohesive device in synonym, **Myths** *narrate sacred histories and explain sacred origins. These **traditional narratives** are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.* In pronouns, *this, that, these, those, he, she, it, they*, and *we* are useful pronouns for referring back to

something previously mentioned, for example: *When **scientific experiments** do not work out as expected, **they** are often considered failures until some other scientist tries them again. Those that work out better the second time around are the ones that promise the most rewards.*

Besides that, macro skills have some basic skills that should be implemented in reading activities, they are as follows:

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation. It is the ability to know descriptive writing which is intended to seem important or influence specific information out of a text from an explanation of what something means.

2. Recognizing the communicative function of written text, according to form and purpose. The readers should have the purpose before they read the text. So, after they already finished in reading the text, they will get what they want.

3. Inferring context that is not explicit using background knowledge.

4. From described events, and ideas infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5. Distinguishing between literal and implied meaning. Literal meaning is exactly what the words say. Where implied meaning is what is suggested.

6. Detecting cultural specific references and interpreting them in context of the appropriate cultural schemata.

7. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

To be clear, here is the application of basic skills in macro skills:

The Smartest Animal

Once upon a time, there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".

The next day, the tiger asked to the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes" said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plough and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.

(http:// blogspot.co.id/2010/02/smartest-animal-example.html)

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation, e.g. *there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo (line 1 and 2).* Those sentences are introductory paragraph which helps the readers to define the subject and to develop another paragraph.

2. Recognizing the communicative function of written text, according to form and purpose.

The form of the text is monologue text, especially narrative text. Before the students read the text, they should have a purpose which is the purpose will helps the students to get the answer (e.g. *who are the characters in the story?*). From the example question, the purpose is to find out the characters in the story. So, the readers should find out the characters in the

story. *In the story, the characters of the story are the farmer, buffalo, and the tiger.*

3. Inferring context.

Inference is a good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically. For example:

1) *The character of the farmer is smart person.*

2) *The end of the story is the farmer hit the tiger, the tiger was died.*

4. 1) Main Idea.

Main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words. For example:

a. Main idea in the first paragraph is *farmer and buffalo routines in every morning and evening.*

b. Main idea in the second paragraph is *the tiger wanted to know more about the buffalo and the farmer.*

c. Main idea in the third paragraph is *the tiger finds out what farmer's intelligence had.*

d. Main idea in the fourth paragraph is *the farmer hit the tiger.*

3) Specific Information (cause and effect)

Cause is defined as why something happened. Effect is defined as what happened. For example:

The tiger wanted to know about farmer's intelligent (cause) *and the farmer hit the tiger* (effect).

5. Distinguishing between literal and implied meaning

1) Literal Meaning

The literal meaning of a sign is what it denotes. For example:

The tiger was very surprised to see a big animal listening to the <u>small animal</u>.

In this context, the small animal means the farmer.

2) Implied Meaning

while the implied meaning is what the sign connotes. For example:

The tiger was very surprised to see a big animal listening to the <u>small animal</u>.

In this context, the small animal can mean ant and fly.

6. Detecting references and interpreting them in context.

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means we interpret and determine one linguistic expression to another. For example:

a. ***He*** *ploughed his field with his buffalo. The word "he" on the sentence refers to farmer.*
b. *Why do "****you*** *do everything the man tells you?. The word "you" on the sentence refer to buffalo.*
c. *Can you tell me how intelligent **he** is?. The word "he" on the sentence refers to farmer*
d. *No,* ***I*** *can't tell **you. 1)** The word "I" on the sentence refer to buffalo and 2) The word "you" on the sentence refer to the tiger*
e. *Can **I** see your intelligence?. The word "I" on the sentence refer to the tiger.*
f. ***It*** *is at home. The word "it" on the sentence refers to farmer intelligence.*

g. Can **you** go and get it?. The word "you" on the sentence refer to the farmer.

h. But **I** am afraid **you** will kill my buffalo when I am gone. 1) The word "I" on the sentence refer to the farmer and 2) The word "you" on the sentence refer to the tiger.

i. **He** did not go home to get his intelligence. The word "he" on the sentence refers to farmer.

j. **He** took his plough and hit the tiger. The word "he" on the sentence refers to farmer.

7. 1) Guessing Meaning of Word

Guessing meaning of the word refers to comprehend what the unfamiliar words mean by seeing its synonym or antonym related to the context. Besides that, we can also try to guess the meaning of word by comprehending one or two previous sentences in the text. For example:

a) Synonym
   a. Plough   = hijack
   b. Surprise   = startle
   c. Big   = large
   d. Strong   = hard
   e. Kill   = murder
   f. Get   = obtain
   g. Afraid   = scared
   h. Hit   = smack
   i. Know   = understand

b) Antonym
   a. Big   ><   Small
   b. More   ><   little
   c. Strong   ><   weak
   d. Intelligent ><   foolish
   e. Afraid   ><   brave

2) *To interpret the elements of macro skills in the context, scanning is used to find out the elements of macro skills in the text and to develop reading comprehension.*

Briefly, the research focuses on macro skills is concerned mainly cover with finding main idea, finding supporting detail or specific information, finding

inference meaning, finding reference respectively and guessing meaning of the words (understanding vocabulary).

2.2. Aspects of Reading Skills

According to Mahfoodh (2007: 1), there are five aspects in reading comprehension, they are:

a. Identifying Main Idea

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Segretto (2002: 12) states that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or in the end of the paragraph. The main idea is usually a sentence, and it is usually the first sentence. The example question of main idea can be *"What is the main idea of the last paragraph?"*.

Here is the last paragraph of Malin Kundang story to identify main idea.

> *Malin Kundang, wearing his expensive clothes and standing with his beautiful wife did not recognize his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. His mother was angry. She shouted that she would turn him into stone unless he apologized. Malin Kundang laughed and started to sail away into the calm sea. Suddenly, a thunderstorm descended. Malin Kundang's ship was tossed on the huge waves and sank. Malin Kundang was thrown from the ship into a small island and turned into stone.*

The main idea of the last paragraph is *Malin Kundang became a stone,* because that paragraph is mostly about Malin Kundang. The main idea is

found in the last paragraph or inductive paragraph *(Malin Kundang was thrown from the ship into a small island and turned into stone).*

b. Finding Specific Information

Mc. Whother (1986: 36) states that supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation. On other hand, readers should be concerned on finding specific information of reading text because it is very useful when knowing exactly what the reader looking for in a text. Since they have a very specific goal in mind, when they read, they only read the relevant parts and ignore the irrelevant. For example, the question of the text is about asking the year, place, time, etc. Then, the reader only reads some sentences that related to the question in order to find the specific information. As the example story below can used the question *"How did Malin Kundang become a rich man?".*

Here is the example text to find the specific information

> *One day, Malin Kundang saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought off the pirates. The trader was very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. Malin Kundang made lots of money. He bought a huge ship of his own and married a beautiful wife.*

The answer of the question is *Malin Kundang met the trader and worked with him then bought a huge ship of his own,* because in the second paragraph, there was a trader's ship in trouble and Malin helped the ship. Shortly, the trader asked Malin to work him. It made Malin became a rich

man and bought huge ship. In this case, it gives the detail information about the reason (cause and effect).

c. Making Inference

Ordinarily, inference is about guessing something from the information which have we read or know. Graesser, Wiemer Hastings, & Wiemer Hastings (2001) states inference is the output of the interaction between the readers knowledge and the information in the text. One of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly. According to Carnine, Silbert, and Kameenui (1997), the implicit or inferential questions is appropriate for all grades if because they have been taught to think independently. The example of making inference is using the question "*The following statement is true, EXCEPT……*".

Here is the example story to make inference.

> *Malin Kundang, wearing his expensive clothes and standing with his beautiful wife did not recognize his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. His mother was angry. She shouted that she would turn him into stone unless he apologized. Malin Kundang laughed and started to sail away into the calm sea. Suddenly, a thunderstorm descended. Malin Kundang's ship was tossed on the huge waves and sank. Malin Kundang was thrown from the ship into a small island and turned into stone.*

The answer of the question is *Malin Kundang's ship landed on the small beach where he grew up,* because based on the text, there was not statement of "*Malin Kundang's ship landed on the small beach where he grew up*". That statement is in third paragraph.

d. Determining Reference

Naturally, reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to another object. According to Reimer in (2009: 34) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are 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 find the meaning elsewhere in the text. The question of the text is usually asks the reader to find the answer directly to the line in the paragraph or the question is asked with "refer" word. For example, *"The word "he" in the sentence above refers to?"*.

Here is the example story to determine reference

> *Many years later, Malin Kundang's ship landed on the small beach where* ***he*** *grew up. People on the beach recognized him, and the news traveled around the village. His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son.*

The answer is *Malin Kundang.* . The word "he" is called reference because it is pronoun to refer "Malin Kundang".

e. Understanding Vocabulary

As a matter of fact, vocabulary is all the words which exist in a particular language or subject. Harmer (2004: 153) states that the ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. Concerning with those statements indeed vocabulary is basic for everyone who wants to develop or to produce utterances for reading. If they cannot understand the meaning of words in

the text, so they will not catch the information of that text. Reader is usually found some questions which test the vocabulary ability. For example of the question is about finding the similarity or antonym of a word. If readers do not know the meaning of that word, they will find difficulty in comprehending the text. For example, the question can be understanding vocabulary: 1) *"Malin Kundang was a healthy strong boy who was good boats man and swimmer. The anonym of the word "good" is.....".* 2) *"A long time ago on a small beach in Indonesia. The synonym of the underline word is... The question will brainstorm students' vocabulary skill in answering the antonym and synonym of the word.*

Here is the example story to understand vocabulary.

> *A long time ago on a small beach in Indonesia, lived a woman and her son, who was called Malin Kundang. They did not have very much money, but Malin Kundang was a healthy strong boy who was good boats man and swimmer.*

The answer is *bad,* because the antonym of *"bad"* is *"good".*

The answer is *little,* because the synonym of *"small"* is *"little".*

To be clearly, here is the full text of narrative paragraph consist those five aspects:

MALIN KUNDANG

> *A long time ago on a small beach in Indonesia, lived a woman and her son, who was called Malin Kundang. They did not have very much money, but Malin Kundang was a healthy strong boy who was good boats man and swimmer.*
>
> *One day, Malin Kundang saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought off the pirates. The trader was very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. Malin Kundang made lots of money. He bought a huge ship of his own and married a beautiful wife.*
>
> *Many years later, Malin Kundang's ship landed on the small beach where he grew up. People on the beach recognized him, and the news traveled around the village. His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son.*
>
> *Malin Kundang, wearing his expensive clothes and standing with his beautiful wife did not recognize his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. His*

mother was angry. She shouted that she would turn him into stone unless he apologized. Malin Kundang laughed and started to sail away into the calm sea. Suddenly, a thunderstorm descended. Malin Kundang's ship was tossed on the huge waves and sank. Malin Kundang was thrown from the ship into a small island and turned into stone.

http://competition-storytelling.blogspot.co.id/2013/03/the-legend-of-malin-kundang.html

2.3. Typical Comprehension Questions for Reading Text

According to Segretto (2002: 12), main idea has some elements, they are:

1. Main Idea of the Text; it means that the main idea of the whole content of the text. In the text, there is one main idea that located in the beginning, in the middle, in the end of the paragraph, and at the beginning and at the end of the paragraph. Below is the sample questions that usually used to identify main idea of the text.

   a. *What is the topic of the passage?*

   b. *What is the main idea of the passage?*

   c. *What does the text tell about?*

   d. *The text mainly discuss about…*

   e. *The text focuses on the information about…*

   For example:

   ### A Lion and the Mouse
   A lion was awakened from sleepy by a mouse running over his face. Rising up angrily, he caught him and was about to kill him. When the mouse piteously entreated, saying "if you would only spare my life, I would be sure to repay your kindness".
   The lion laughed and let him go. It happened shortly after this that the lion was caught by some hunters, who bound him by tropes to the ground. The mouse, recognizing his roar, came gnawed the rope with his teeth, and set him free.
   "You ridiculed the idea of my ever being able to help you, expecting to receive from me any repayment of you favor; now you know that it is possible for even a mouse to confer benefits on a big lion".
   (http://www.kidsworldfun.com/shortstories_lionandmouse.php)

The question is *what is the main idea of the passage?*

The answer is *the main idea of the passage is the lion caught the hunter*.

2. Main idea of the paragraph

A paragraph has a stated main idea usually in the topic sentence. This means the paragraph "says" what the main idea is. A paragraph does not have a stated main idea, but has an "implied" main idea. This means that you need to state the main idea in your own words because it does not actually "say" it in the paragraph. In every paragraph has main idea. It is usually located in the first sentence of paragraph because it helps to explain the supporting details of the story Below is the sample questions to identify main idea of the paragraph.

   a. *What does paragraph X tell us about?*

   b. *What is the main information of paragraph X?*

   c. *What is the main idea of paragraph X?*

   d. *Paragraph X mainly talks about ….*

For example:

THE WOLF AND THE CRANE

A wolf had been gorging animal he had killed, when suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt terrible pain in his throat, and ran up and down groaning and groaning and seeking for something to relieve the pain. He tried to induce everyone he met to remove the bone. "I would give anything," he said, "If you would take it out."

At last the crane agreed to try, and told the wolf to lie on his side and open his jaws as wide as he could. Then the crane put its long neck down and the wolf's throat, and with its beak loosened the bone, till at last it got it out. "Will you kindly give the reward you promised?" said the crane.

The wolf grinned and showed his teeth and said,"Be content. You have put your head inside a wolf's mouth and taken it out again in safety that ought to be reward enough for you. "Gratitude and greed do not together."

(http://web.gccaz.edu/~mdinchak/101_new/assignment3writing.htm)

The question is *what does paragraph 2 tell us about?*

The answer is *paragraph 2 tells us about the wolf tried to induce everyone.*

According to Mc. Whother (1986: 39), specific information (supporting detail) has some elements, they are:

1. Specific Information of the Character

   A character is a person (though not necessarily a human being) depicted in a narrative or drama. Characters may be flat, minor characters or round and major. The main character in a story is generally known as the protagonist; the character who opposes him or her is the antagonist. Character is revealed by how a character responds to conflict, by his or her dialogue, and through descriptions. Below is the sample question of specific information of the character.

   a. *Who are the characters in the story?*

   b. *Who was the main character of the story?*

   For example:

   > ### The Smartest Animal
   > *Once upon a time, there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.*
   >
   > *One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.*
   >
   > *After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".*
   >
   > *The next day, the tiger asked to the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes" said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plough and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.*
   >
   > *(http:// blogspot.co.id/2010/02/smartest-animal-example.html)*

1) The question is *who are the characters in the story?*

   The answer is *the characters in the story are farmer, buffalo, and tiger.*

2) The question is *who was the main character of the story?*

   The answer is *the main character of the story was the farmer*

2. Specific information of the setting; an environment or surrounding in which an event or story takes place. It may provide particular information about placement and timing. Setting refers to the location of a story or novel in terms of place (the geographical location of the story), time (the period in history, the season of the year, the day of the month, and/or the hour of the day in which the events of the story occur), social environment (the location of characters and events in a particular society and/or a particular social class (lower, middle, or upper class)), and physical environment (the details of the location in which the story takes place. These physical details often indicate the emotional state of the characters or the relationship between characters).

   a. *Where did the tiger see a big animal listening to the small animal?*

   b. *When did the farmer and his buffalo plough his field?*

For example:

The Smartest Animal

Once upon a time, there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".

The next day, the tiger asked to the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes" said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the

tree, he did not go home to get his intelligence. He took his plough and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.

(http:// blogspot.co.id/2010/02/smartest-animal-example.html)

1) The question is *where did the tiger see a big animal listening to the small animal?*

The answer is *the tiger saw a big animal listening to the small animal in the field.*

2) The question is *when the farmer and his buffalo plough his field?*

The answer is *the farmer and his buffalo plough the field in every morning and evening.*

3. Specific information of plot; Plot refers to what happens in the story - events and thoughts which make up the story's basic structure. The plot is usually composed of an introduction, rising action, a climax, falling action and an ending that ties the story together. All plots contain a conflict: a struggle between two or more opposing forces. The conflict may be internal (person vs. self) or external (person vs. person, person vs. nature, person vs. society, or person vs. fate).

   a. *What James had promised to the ugly woman?*

For example:

The Magic Mirror

Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling down from her eyes and checks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish" James promised to get the mirror for her.

James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He do not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes and said a wish. He wished to be in a beautiful place. When he opened his

eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married with him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.

The princess' wish came true. In early morning, James turned became a monkey. Then, the monkey escaped from the castle into wood.

(http://www.narrativemagazine.com/archive/stories

The question is *what James had promised to the ugly woman?*

The answer is *James promised to the ugly woman that we will get the mirror back for the ugly woman*

4. Specific information of cause effect: cause is an action that makes something else happen, effect is a result of that action.

   a. *Why did the queen feel jealous?*

For example

The Children of Lir
King Lir lived long ago in Ireland. He had four children, two boys and two girls, whom he loved dearly. However stepmother was jealous. She wove a spell that turned the children into swans.
Lir was heart-broken. His beard and hair turned white with grief as he searched for his children. One day he saw four swans. He did not realize who they were, although they recognized him as their father.
The spell could only be broken if the mountain on the north was joined to the one in the south. This seemed possible, but after many years all the birds flew into the air and formed an arc between the mountains. The swans were transformed and Lir saw his children once more. They were no longer young, but had grown old, with hair as white as their father.
(http://www.roanestate.edu/owl/describe.html)

The question is *why did the queen feel jealous?*

The answer is *the queen feels jealous because the King loved his children more than her.*

In contrast to facts or information stated directly in the paragraph or passage, inferences are decisions, conclusions or judgments the reader makes from information in the paragraph or passage. The information is like a hint, and the inferred ideas are not stated directly. According to inference is about guessing something from the information which have we read or know. According to

Graesser, Wiemer Hastings, & Wiemer Hastings (2001) inference has some elements, they are:

a. Infer Supporting Character, Setting, or Time Details

Suggest additional details not explicitly stated in the text about a character (name, traits, feelings, variables), the setting of the story, or the time the story takes place. For example:

> ### The Magic Mirror
> Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling down from her eyes and checks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish" James promised to get the mirror for her.
> James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He do not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married with him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.
> The princess' wish came true. In early morning, James turned became a monkey. Then, the monkey escaped from the castle into wood.
> (http://www.narrativemagazine.com/archive/stories)

The question is *the story tells us that the character of James is…."*

The answer is *he is an arrogant person.*

b. Infer Single Action or Event Details

Predict additional details not explicitly stated in the text about a single action or event. This would include inferring what might have occurred previously or predicting what could occur next in the story. This would also include predicting the final outcome of the story. For example:

The Magic Mirror

    Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling down from her eyes and checks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish" James promised to get the mirror for her.

    James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He do not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married with him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.

    The princess' wish came true. In early morning, James turned became a monkey. Then, the monkey escaped from the castle into wood.

(http://www.narrativemagazine.com/archive/stories)

The question is *the end of the story tells us. . .*

The answer is *the end of the story tells us that James into a monkey.*

c.   Infer List or Sequence

Infer or predict a list of items, actions, or events not explicitly stated in the text or the sequence of several actions or events not explicitly stated in the text. For example:

A Greedy Dog

    A dog was feeling very proud of himself. He had found a big, juicy bone at the market. He quickly carried it in his mouth and ran off to find a place to eat it.

    He came to the stream which had very clean water. He started to walk cross it, taking his own sweet time. He was thinking what a wonderful time he would have when he could eat the whole juicy bone, all by himself.

    Suddenly, he stopped and looked down into the water. He saw a dog there looking back at him, also with the bone in his mouth. He did not know he was looking at himself.

    He said to himself, "That dog's bone looks bigger than mine. I'll grab his bone and run away as fast I can!"

(http://www.english-for-students.com/narrative-text.html)

The question is *which one of the following statement is TRUE?*

(paragraph 1)

The answer is *a dog was very happy.*

The answer is not explicit in the text, so the reader should make the

conclusion in paragraph one.

d. Infer Comparisons

To infer likenesses or differences among characters, events, or

places not explicitly compared in the text. For example:

> ***The Smartest Animal***
> Once upon a time, there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.
> One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.
> After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".
> The next day, the tiger asked to the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes" said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plough and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.
> *(http:// blogspot.co.id/2010/02/smartest-animal-example.html)*

The question is *what do you think about the character of the*

farmer and buffalo?

The answer is *the character of the farmer was intelligent and the*

buffalo was a submissive.

According to Reimer in (2009: 38), reference has some elements, they are:

> ***A Greedy Dog***
> A dog was feeling very proud of himself. He had found a big, juicy bone at the market. He quickly carried it in his mouth and ran off to find a place to eat it.
> He came to the stream which had very clean water. He started to walk cross it, taking his own sweet time. He was thinking what a wonderful time he would have when he could eat the whole juicy bone, all by himself.

Suddenly, he stopped and looked down into the water. He saw a dog there looking back at him, also with the bone in his mouth. He did not know he was looking at himself.
He said to himself, "That dog's bone looks bigger than mine. I'll grab his bone and run away as fast I can!"
(http://www.english-for-students.com/narrative-text.html)

a. A subjective pronoun acts as the subject of a sentence—it performs the action of the verb. The subjective pronouns are *he, I, it, she, they, we,* and *you.* For example:

The question is *"He came to the stream which had very clean water...."* *(paragraph 2). The underline word refers to..*

The answer is *the word "he" refers to a dog.*

b. An objective pronoun acts as the object of a sentence—it receives the action of the verb. The objective pronouns are *her, him, it, me, them, us*, and *you.* For example:

The question is *"He saw a dog there looking back at him" (line 8). The word "him" refers to....*

The answer is *the word "him" refers to the dog.*

c. A relative pronoun introduces a clause, or part of a sentence, that describes a noun. The relative pronouns are *that, which, who,* and *whom. For* example

The question is *"He came to the stream which had very clean water". The word "which" describe to...*

The answer is *the word "which" describes to the scream.*

d. A reflexive pronoun refers back to the subject of a sentence. The reflexive pronouns are *herself, himself, itself, myself, ourselves, themselves,* and *yourselves.* For example:

The question is *"He said to <u>himself</u>, "That dog's bone looks bigger than mine. I'll grab his bone and run away as fast I can!"*

The answer is *the word "himself" refers back to he or the dog*

According to Harmer (2004: 153) the elements of English vocabulary are the morphemes that combine to make the majority of words in the English language. Here is the implementation of elements vocabulary in a text.

> ### *The Magic Mirror*
> *Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling down from her eyes and checks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish" James promised to get the mirror for her.*
> *James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He do not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married with him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.*
> *The princess' wish came true. In early morning, James turned became a monkey. Then, the monkey escaped from the castle into wood.*
> *(<u>http://www.narrativemagazine.com/archive/stories</u>)*

a. Nouns

A noun is a word (or group of words) that is the name of a person, place, a thing or activity or quality or idea; nouns can be used as the subject or object of a verb. Nouns can be divided into sub classes. There are proper nouns and common nouns. There are also countable nouns (e.g. *eyes*), mass or uncountable nouns (e.g. *tears and checks),* abstract nouns (e.g.

pray and wish), concrete nouns (e.g. *firewood, monkey, and mirror),* and collecive nouns (e.g. *cave, old cabin house, and castle*).

b. Verbs

Verbs are words that denote or describe an action, experience or state (e.g. *went, kept, came, knocked, opened, stole, collecting*).

c. Adjectives

Adjectives is a modifier that used to highlight quantities or atributes. Its most usual position is before the noun it modifies, but it fills other positions as well. The types of adjective are :

1) Determiners

They are articles such as (1) *the;* e.g. *James could take <u>the</u> Magic Mirror easily,* (2) *a;* e.g. *there was <u>a</u> poor young man,* (3) *an;* e.g. *He knocked on the door, and <u>an</u> ugly woman, Nancy opened it*. Possesive adjectives such as (1) *it;* e.g. *He knocked on the door, and an ugly woman, Nancy opened <u>it</u>,* (2) *her;* e.g. *Tears were falling down from <u>her</u> eyes and checks,* (3) *him;* e.g. *She told <u>him</u> that a robber who lived in a nearby cave had stolen her magic mirror.*

2) Descriptive adjectives

It ussualy indicates an inherent quality (*old;* e.g. *he came upon an <u>old</u> cabin house, young;* e.g. *there was a poor <u>young</u> man name James*).

d. Adverbs

Adverb is a word that adds to the meaning of a verb , adjective, another adverb or a whole sentence. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses or entire

sentences rather than to nouns. Locative adverbs like *"here"* and *"there; e.g. There was a muscular scary robber there "* are used very early young children as ways of pointing to the location of objects. Time adverb like *"now"* and *" yesterday "* are used by second language learners as an initial why to mark time.

2.4. Concept of Narrative Text

Parera (1993: 5) had opinion that a narrative was one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. According to Gerot and Wignell (1994: 204), explained that the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative text has function to amuse, entertain and to deal with actual or various experience in different ways. It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way.

According to the expert such as Bushel (2011: 10), a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened". Reading a narrative is really just putting what happened to the story on your mind. While, according to Hudak (2008: 4) "a narrative paragraph is a group of sentence that tell what happens, how the action happens, and in what order the events occur". Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience.

Theoretically, Djuharie (2007: 41), narrative text generally has generic structure which consists of orientation: sets of the scene, where, when or introduce who is the participant. It means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. It is the final series of the events which happen in the story and give the resolution to solve the problem that was happened. The resolution can be good or bad. The point is that it has been accomplished by the characters. From the general structure above, the narrative should have the three components such as orientation, complication, and resolution. The three components support the story that are organized as narrative text.

It can be inferred that narrative is a story created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion picture, video games, theatre, or dance) that describes a sequence of fictional or non-fictional events. Narrative text was a sequence of events, which is based on life experiences and person-oriented using dialogue and familiar language.

Here are examples of genre that fit the narrative text structure:

1. *Folktale* is very old traditional story from particular place that is originally passed on people spoken form, e.g. *Malin Kundang, Batu Menangis.*

2. *Fairytale* is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g. *Cinderella, Pinocchio, Magic Mirror.*

3. *Fable* is traditional short story that teaches moral lesson, especially one with the animals as characters; these stories considered as one group of animal stories, e.g. *The Lion and the Mouse, The Smart Parrot.*

4. *Myth* is a story from ancient times, especially one that is told to explain about natural events or to describe the early history of place or people, e.g. *Tower of Babel, The Legend of Thor.*

The story has text organization. The following is organization of narrative text.

1. Orientation

   Orientation is a set the scene or introduce the participants and informing the time and the place. In orientation, the narrator tells about something that will begin a chain of events. These events will affect or more of the characters.

2. Complication

   Complication means that tells the problems of the story and how the main character solve them. In complication, the narrator describes the rising crises which the participant have to do with. In conclusion, The complication is the trigger.

3. Resolution

   Resolution means that the crisis is resolved for the better or worse. In resolution, the narrator shows the way of participant to solve the crisis, better or worse.

4. Re-orientation

   Re-orientation is a closing remark to the story end it is optimal. It consist of moral lesson, advice or teaching from the writer.

Similarly a test has also language feature that can be described as follows:

a. Focus on specific usually individualized participants, e.g. *Ali Baba, Cinderella.*

b. The Use of Simple Past (*go - went, open - opened, etc*).

   1) The example of using the word " went" and "opened"

   After they left, he went toward the cave and opened it.

   2) The example of using the word "took"

   He took some of it and went back home

c. The use of temporal conjunction (*when, then, suddenly, etc*).

   1) The example of using the word "when"

   When he was busy carrying the money to his house, the thieves came.

   2) The example of using the word "then"

   Then, he took some of it and went back home.

   3) The example of using the word "suddenly"

   Suddenly, he found a very large quantity of money and golden treasures.

d. The use of noun phrases 40 cruel thieves, His evil brother.

e. Adverb of time (*Once upon a time, one day, etc*).

   1) The example of using "once upon a time"

   Once upon a time, there were 40 cruel thieves who put their stolen money and treasures in a cave.

   2) The example of using "one day"

   One day, Ali Baba turned into the richest man in his village

f. Action verbs. A verb that shows an action. (*poured, killed*).

1) The example of using "poured"

    She finally boiled hot oil and poured it into the jars to kill all of them.

2) The example of using "killed"

    He told everything, but unluckily they killed him and went to Ali Baba¨s house.

g. Direct speech. It is to make the story lively. (*Snow White said, "My name is Snow White*). The direct speech uses present tense.

Here is the example of Narrative text:

ALI BABA AND FORTY THIEVES

Orientation: *Once upon a time, there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying "Open Sesame" to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly, he found a very large quantity of money and golden treasures. Then, He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.*

Complication: *One day, Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba¨s house.*

After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.

Resolution: *After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison.*

Re-orientation: *Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.*

(http://www.english-for-students.com/ali-baba-and-40-thieves-1.html)

To be clear, below is the explanation of organization of *Ali Baba and Forty Thieves Story* presented earlier, they are:

1) Orientation is in the first paragraph because the narrator introduces the characters and tells the events that will begin a chain of events and these events will affects of the characters. In the first paragraph introduces Ali Baba, 40 cruel thieves, and Ali Baba's brother. It also tells when Ali Baba saw 40 cruel thieves entrance the cave and put the money and treasures there. After that, Ali Baba went toward the cave and took some of it and back home. Ali Baba became a rich man and his brother wanted to know how Ali Baba became rich.

2) Complication is in the second and third paragraphs because the narrator tells the problem of the story and how the main character solves them. The second paragraph tells how Ali Baba's brother really jealous was, he wanted to know how Ali Baba could get a lot of money. When Ali Baba went to the cave, he followed him and decided to go back there in the next day. In the morning, Ali Baba's brother entered the cave and found a lot of money. But when he was carrying the money, the thieves came. The boss of the Thieves asked him how he knew about the cave and he told everything. Then, they killed Ali Baba's brother and went to Ali Baba's house. The third paragraph tells the cruel thieves had a plan to kill Ali Baba. Some of the thieves hid in a big jar, meanwhile the boss pretended that was a merchant who want to sell the jars to him. Then, they have lunch together.

3) Resolution is in the fourth paragraph because the narrator shows the way of the participant to solve the crisis, better or worse. The fourth paragraph tells when the house maid found the thieves inside the jars. Then, she boiled hot oil and poured it into the jars. The boss of the thieves was caught and put into the prison.

4) Re-orientation is in the last paragraph because that is a closing of the story. The last paragraph tells that Ali Baba saved from the danger. Finally, his maid became his wife and they lived happily ever after.

2.5. Concepts of Teaching Reading Skills

The aim of teaching reading is to develop students' skills that they can read English texts effectively. Alyousef (2005: 143) says that in teaching reading, contemporary reading tasks, unlike the traditional materilas, involves three-phase procedures: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask students some questions that may 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, close 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 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, CTL Strategy, and jigsaw learning strategy. These can be real when the students read and interact with various types of the texts, i.e. functional and monologue texts. In additon, in teaching reading the teacher should provide strategy to the students with purpose for reding to anticipate different type of reading texts. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively.

Broadly, it is said that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. They use reading strategy to make their reading efficient and effective. Scanning technique will be possible to be applied by the Junior High School students in their reading, e.g. students are able to identifying main idea, finding specific, making inference, determining and understanding in the text quickly without reading the whole passage.

2.6. Some Techniques in Teaching Reading

Teaching technique is an implementation that takes place in the classroom (Anthony, 1963: 63). It is supported by Brown that teaching refers to guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 1994: 7). Basically, teaching is important part to help students in mastering knowledge culture and attitude. So, teaching will be successful when the students get the meaningful lesson. One of the ways is by relating the material

into real condition. Teaching is not only explaining the content of lesson but also teacher should understand how to face students and help them to solve the problem in classroom activity.

According to Brown (1994: 51), technique is any of wide variety of exercises, activity or devices used in the language classroom for realizing lesson objectives. There are many techniques that can be used in teaching reading, such as: jigsaw technique (a cooperative learning model that consists of several members in one group that responsible for the lesson materials and be able to teach the topic to other member of group, by discussion activities which help the students to be active in the class), skimming technique (a technique used to look for the "gist" of what the author is saying without a lot of detail), scanning technique (quickly searching for some particular piece of information in the text), SQ3R technique (a fives stage active reading technique, they are survey, question, read, recite, and review), RAPQ technique (a skill or technique for improving questioning strategies), and TPS (Think-Pair-Share) technique (a cooperative discussion that has 3 parts to the process – student think about a question or an issue, they talk with a partner about their thoughts, then some student's share their discussion and thinking with the class). Scanning technique was chosen for this research because it did not make the students bored in learning process because they have not read the whole text, but they only find out the specific information in the text quickly based on their purpose.

It could be said that in teaching reading, appropriate and possible technique, in this case scanning technique, should be applied based on the purpose of reading in

order to get the comprehension and improve students' reading comprehension because by using scanning technique the students do not need to read the whole text, but just find out a particular piece of specific information (e.g. main idea, specific information, inference, reference, and vocabulary) quickly.

2.7. The Notion of Scanning Technique

According to Vaezi (2006: 5), scanning is reading rapidly to find a specific piece of information (name, place, and time, etc). The readers know what they want to look for, so they are concentrating on finding a particular answer. Scanning involves moving the reader's eyes quickly down the page seeking specific information without reading the whole text. Meanwhile, Grellet (1981) argue that scanning is quickly searching for some particular piece of information in the text.

In addition, in reading by using scanning technique, the teacher gives students time to search specific information (time, place, and name) in the text quickly, so the students do not need to read the whole 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, it is very useful for students to find specific information to get answers from the questions in the assignment or exam, and minimize their time to answer the questions in the text.

Furthermore, Nuttal (1982: 34) says that scanning means glancing rapidly through the text either to search for a specific piece of information (e.g. name, place, time) 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.

In addition, Brown (1994) says, "the purpose of scanning is to extract certain specific information without reading through the whole text". It is necessary for students to become aware of the purpose and goals for reading a certain piece of written materials.

It could be said that students' reading skills can be measured by using scanning technique. It is appropriate and possible technique to find out the specific information such as; (1) main idea; called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text, (2) specific information; the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation, (3) inference; guessing something from the information which have we read or know, (4) reference; a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object, and (5) vocabulary; all the words which exist in a particular language or subject, in the text quickly without reading the whole passage.

2.8. The Relationship Between Reading Comprehension and Scanning

Theoretically, Finochiaro and Sako (1983: 131) reading comprehension is the ability which depends on accuracy and speed of graphemic perceptions, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combinations, awareness of

redudancy, the ability to use contextual clues, and recognition allusions. According to Brown and Johnson (1978: 65) as quoted by Helwana (2011) argued that comprehension as product and process. Process is what happens to the readers as they read and product involves measuring, in some objective ways, the net result of the process. There were two real elements of reading comprehension and these elements were part of intellectual skills. Intellectual skills are very important for the reader to comprehend a text. According to Troschitz (2005: 4), the intellectual skills were divided into two elements and classified as follows:

1. Macro Skills

   Macro skills are not only skills, but much more do they define strategies a reader is supposed to develop for reading in the foreign language as well as in the mother tongue. They include the following techniques:

   a) Scanning text to locate specific information. The ability to find out the information by reading line by line in reading text. The ability locate the specific information you are looking for. In other side, Macleod (2005: 3) states that scanning is type of speed-reading technique which is used when the reader wants to located a particular piece of information without necessarily understanding the rest of a text or passage and the reader can study the text in more the detail.

   In this case, the students try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

b) Skimming text to obtain the gist. The fast reading ability finds out the main idea of the text. The process can be done by reading the title, reading the introduction the paragraph, and reading the first sentence of every other paragraph to find the idea or information needed in the text.

c) Identifying stages of an argument. The ability finds out the suggestion and conclusion from the source in the text. It can be used to classify which one belongs to the conclusion and suggestion. It also can be said as the ability to infer the messages of the text.

d) Identifying examples presented in support of argument. The ability of the students in giving the example of the evidence and statements in order to claim the something is true.

2. Micro Skills

Micro skills are in contrast to low level skills intellectual operations. Those include some aspects, they are:

a) Identifying referents of pronouns. This skill is used to show the people or the speaker who states the words or phrases in the text.

b) Using context to guess meaning of unfamiliar words. The ability to find the familiar word or the words synonym that its words are used in the text.

c) The ability Understand the relation between part of text by recognizing indicators in discourse, especially for the introduction, development, transition and conclusion of ideas. In other words, this skill is used to

identify the generic structure of the text. It also can be used to mention the text belong to inductive and deductive paragraph.

From the explanation above, it can be seen that reading comprehension is the ability which depends on accuracy and speed of graphemic perceptions, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combinations, awareness of redudancy, the ability to use contextual clues, and recognition allusions. Meanwhile, scanning is type of speed-reading technique which is used when the reader wants to located a particular piece of information without necessarily understanding the rest of a text or passage and the reader can study the text in more the detail. In definition of reading comprehension and scanning have the same perception that is ability in speed reading. In other side, scanning is part of macro skills where it is elements of reading comprehension. So, it can be concluded that there is relationship between reading comprehension and scanning.

In reading comprehension, there are many ways of testing reading comprehension. According to Heaton (1998: 107), there are numerous ways of testing reading comprehension ranging from multiple-choice items to open-ended questions. Although multiple-choice items are sometimes the most suitable instrument for testing reading comprehension, they should not be open-used. Frequently other item types are for more interesting and useful. The text itself should always determine the types of question which are constructed. Certain texts may lend themselves to multiple-choice items, others to true or false, others to matching items, others to arrangement items, others to ordinary completion items, others to completion of the information in a table, and yet others to open-ended questions.

Sometimes the same text will demand at least two or three different types of items. But, in this research, the observer focused on multiple-choice items in testing reading comprehension because the students were expected to be able to comprehend some reading aspects in macro skills, such as main idea, specific information, reference, inference, and vocabulary. Then, by using multiple-choice item helps the students to find out the piece of specific information quickly based on the purpose of the questions and multiple-choice options also.

2.9. Teaching Reading Through Scanning Technique

In teaching reading activities, some teachers do not usually teach the strategies how to comprehend the text, they let the students to read the text by themselves then answer the questions. This phenomenon does not make the students stimulate their feelings to read and concentration and also gain their skills in comprehending the texts successfully. Before starting to read a text, it is natural to think of the purpose of reading the text.

According to Vaezi (2003: 3) 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. Once they determine their purpose for reading, they adjust their technique of reading to fit the type of material they are reading. Good readers are expected 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. In teaching learning process, the teacher built students' skill in reading by using scanning technique. Teacher gives times to students to find out the specific information in the text quickly without reading the whole text. In brief, by using scanning technique in reading process can make the readers become flexible in reading a text. Good readers are active readers who must be active in identifying the information they want in the text without reading the whole text. It is supported by previous research finding by Rachmania (2013), it was found that teaching reading by using scanning technique can increase students' reading achievement at the first grade of Senior High School.

It can be said that scanning technique can be useful in teaching reading because it can help the students become good and flexible reader.

2.10. Procedures of Teaching Reading Through Scanning Technique

In the teaching and learning process, the teacher should have the procedures in order to learning process occur properly and effectively. The researcher gave the treatment to the students by understanding the teaching reading narrative text through scanning technique which was narrative text as the materials. According to Silberman (2009), the researcher modified the activities of teaching reading comprehension process. The procedures were as follow:

Pre-activity

Pre-activity facilitated students to build up their schemata before come to the topic of the lesson. According to Markstein and Hirasawa (1981: 183) said that if the teacher spends more time in introducing the reading, the result will be better. Careful reading preparation really helped the intermediate level students which give them benefit to be more receptive to the content. Pre-activities were conducted in a class as follow:

1. Teacher greets the students.
2. Teacher checks students attendance.
3. Teacher explains what scanning technique is.

While-activity

The aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text. With these tasks teacher takes the learners through the reading and they interact in the text. While-activities were conducted in a class as follow:

1. Teacher distributes the questions (contain of name, place, time) and gives time for students to understand the questions.
2. Teacher asks the students to stop understanding the questions.
3. Teacher distributes Magic Mirror story.
4. Teacher gives students time to answer the questions.
5. Teacher and students discuss the answer of the questions together.

6. Teacher distributes paper that contains of questions such as main idea, specific information, inference, reference, and vocabulary as the first task and gives the students time to understand the questions.

7. Teacher asks students to stop understanding the questions and distributes the story.

8. Teacher gives students time to answer the questions.

9. Teacher asks the students to collect the first task and discuss the answer of the questions.

10. Teacher distributes the second task and give students time to understand the questions.

11. Teacher asks the students to stop understanding the questions and options. Then distributes the story related to the questions of second task.

12. Teacher gives students time to answer the questions.

13. Teacher asks the students to collect the second task.

14. Teacher gives feedback based on students' tasks.

Post-activity

Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view. Post-activities were conducted in a class as follow:

1. Teacher reflects on the lesson that they learned.

2. Teacher gives the students homework to do individually.

3. The teacher closes the meeting.

2.10.1. The applicability of Learning Procedures

To be clear, here is the practical of the learning procedures with lesson material of narrative text entitle *Magic Mirror*.

MAGIC MIRROR

> Once upon a time, there was a poor young man named James. He got lost in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door and ugly woman, Nancy, opened it. Tears were falling down from her eyes and checks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish". James promised to get the mirror for her.
>
> James went into the cave. There was a muscular scary robber there but he was sleeping soundly. So, James could take the Magic Mirror easily. Not waiting to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in luxurious castle. There was a birthday party. It was the princess' birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married him in the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and prayed that James became a monkey.
>
> The princess' wish came true. Early in the morning, James turned become a monkey. The monkey, then escaped to the wood.

(An English text book for Junior High School, Pusat Pembukuan Departemen Pendidikan Nasional: 2008)

Pre-activity

In pre-activity, the teacher asked students about their understanding of scanning technique. Then, the teacher explained what scanning technique is.

1) *T* : *Assalamualaikum, Good morning class, how are you today?*
   S : *Walaikumsalam. Good morning, Miss. I am fine, thank you, how are you, Miss?*
   T : *I am fine too, thank you.*

2) *T* : *Who is absent today?*
   S : *There is no anyone absent today, Miss.*

3) *T* : *Students, do you know what is scanning technique?*
   S : *No, I do not know, Miss.*
   T : *Alright, I will explain about scanning technique. Scanning is reading rapidly to find out the specific information, such as name, place, time, in the text without read the whole text. Do you understand?*

S   *: Yes, I do, Miss.*

While-activity

In while-activity, the teacher introduced how to use scanning technique in answering the question quickly. The teacher distributes the questions that contained of 3 points (name, place, and time). Students understood the questions in five minutes. Then, the teacher distributed the story related to the questions, after that the students answer the question in five minutes also. To measure their understanding, the teacher gave the first task that contained of five aspects in macro skills such as main idea, specific information, inference, reference, and vocabulary. As the procedure of scanning technique, the teacher distributed the question, then students understood the questions in five minutes. After the students understood the questions, the teacher distributed the story related to the questions. Then, when the students have been finished the task, the teacher asked them to collect. Teacher and students discussed it together. For second task, the procedure was same, but the questions and story were different.

1) *T*   *: Students, I will distribute the questions that will find out the answers in the text.*
    S   *: Yes, please. Thank you, Miss.*
    T   *: I will give you five minutes to understand the questions so that you will know what you have to find out in the text later.*
    S   *: It is all right, Miss.*

2) *T : Students, time to read the questions is over. Please, stop read the questions!*
    S   *: It is all right, Miss.*

3) *T*   *: Well, students. This is the story which is you should find out the answer of the questions that have been distributed based on this text.*
    S   *: Yes, please. Thank you, Miss.*

4) *T*   *: I will give you ten minutes to answer the question. So, you have to find out the answer quickly.*
    S   *: That is alright, Miss.*

5) T   : Have you finished, students?

S   : Yes, I have, Miss.

T   : That is good. Alright, now we will discuss what you have done. Litschi, please answer question number 1!

S1   : Yes, Miss. The question is who the characters of the story are?

T   : Before you read the text, when you read the question, what should you look for in the text later?

S1   : I should look for the characters in the story, Miss.

T   : That is good. So, what is your answer?

S1   : The answer is the characters in the story are James, nancy, robber, and princess, Miss.

T   : Students, how is about Litschi's answer? Is it true?

S   : Yes, that is true, Miss.

T   : That is very good. Aqil, please answer question number 2!

S2   : Yes, Miss. Thank you. The question is where did James take the magic mirror from the robber?

T   : So, what is your purpose based on the question?

S2   : I should find out where James took the magic mirror from the robber was.

T   : That is very good. So, what is your answer?

S2   : The answer is James took the magic mirror in the cave.

T   : How about Aqil's answer? Is it true?

S   : Yes, that is true, Miss.

T   : That is good. Melisa, please answer question number 3!

S3   : Yes, Miss. Thank you. The question is when did James become a monkey?

T   : So, what is the answer?

S3   : The answer is James became a monkey in early morning.

T   : How about Melisa's answer, students? Is it true?

S   : That is true, Miss.

T   : That is very good. Now, have you understood how to answer the questions quickly, students?

S   : Yes, I have understood, Miss.

T   : That is very good.

6) T   : Students, I will distribute the questions of the first task.

S   : Yes, please, Miss

T   : I give you five minutes to understand the questions.

S   : That is alright, Miss.

7) T   : Time to understand the question is over, students. Now, I will distribute the story related to the questions.

S   : Yes, please, Miss.

8) T   : I give you fifteen minutes to answer the questions. So, you have to answer the question quickly and you have to do the task individually. Do you understand, students?

S   : Yes, I do, Miss.

> *T* : *That is good.*

9) *T* : *Students, time to answer the question is over. Now, you have to collect the first task.*
    S : *Yes, Miss.*
    T : *Now, I will explain what you have done, students. So, question number one, what should you find out in the story?*
    S : *We should find out the main idea of the last paragraph Miss?*
    T : *That is true. Alright, to find out the main idea of the last paragraph, you have to see the first line in last paragraph, the main idea of the paragraph usually locate in the first line of the paragraph. Then, the second question, what should you find out in the story?*
    S : *We should find what the house maid did to kill the thieves.*
    T : *That is good. From the question, it is an incident because boiled hot oil and poured it on their heads to kill the thieves. Do you understand what I have explained, students?*
    S : *Yes, I do, Miss.*
    T : *Alright, we continue for the third question. What should you find out in the story?*
    S : *We have to get what can learn from the story.*
    T : *That is good. From third question, you have to guessing what you can learn from the text which you have read or know. The next is question number four, what should you find out?*
    S : *We should determining reference of the word "he", Miss.*
    T : *That is good. So, from that question, you have to relation between objects in which one object designates. In this line, the word "he" pronoun to refer "Ali Baba". Did you get my point, students?*
    S : *Yes, I did, Miss. We got the point.*
    T : *For the last question, what should you find out?*
    S : *We should find out the mean of the word "poor", Miss.*
    T : *Alright, in question number five, you have to determine the meaning of vocabulary items from the story because it is important of successful reading. Did you get my point, students?*
    S : *Yes, I did, Miss*

10) *T* : *Now I will distribute the questions that contain of multiple choices as the second task by doing individually.*
    S : *That is alright, Miss.*
    T : *Students, I give you five minutes to understand the questions and options.*
    S : *That is alright, Miss.*

11) *T* : *Students, time to understand the question and option is over. Now, I will distribute the story related to the questions and you have to do the task individually.*
    S : *That is alright, Miss.*

12) *T* : *Students, I give you fifteen minutes to answer the questions.*
    S : *That is alright, Miss.*

13) T : *Have you finished, students?*
    S : *Yes, I have finished, Miss.*
    T : *Alright, now collect your task to me.*
    S : *That is alright, Miss.*

14) T : *Students, you should be careful in answering the questions, you should understand the question, because from the question, you can get the purpose to look for the answer in the text.*

Post-activity

In post-test, the teacher reviewed what they have been learned and gave the students homework that should be submit in the next meeting.

1) T : *What did we learn today?*
    S : *We learned how to use scanning technique in learning reading, Miss.*

2) T : *Students, this is your homework where you should submit it on the next meeting.*
    S : *That is alright, Miss.*

3) T : *All right, this is the end of our lesson today. So far, is there any question?*
    S : *There is no more question, Miss.*
    T : *If there is no more question, I think it has been clear for you. Thank you for your attention today and don't forget to study at home. Assalamualikum. wr. wb.*
    S : *Walaikumsalam.wr. wb.*

2.11. Advantages and Disadvantages of Scanning Technique in Teaching Reading

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

The advantages of reading through scanning technique:

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

b. The students are practiced to think of clues to find the specific information.

c. 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).

d. The students are motivated to look for the specific information and looking for clues they need in various types of texts (Vaezi, 2003: 4).

e. The students are trained to run their eyes over a text quickly in order to locate specific information (Suparman, 2005: 55).

f. 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 or pages very quickly until they find what they are looking for, Then, the students can focus on the details they require.

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.

a. Scanning means reading quickly, in this case sometimes the students ignore to select which one the most important information.

b. 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, because students have a question in their mind and they read a passage only to find the answer, ignoring unrelated information. Needless to say, scanning technique can motivate them to be active in finding the specific information in texts.

2.12. Theoretical Assumption

Students' reading ability could be developed through various techniques. One of reading abilities for the students was identifying the specific information (e.g. main idea, specific information, inference, reference, and vocabulary). The students were expected to be able to identify the specific information in the texts. Those texts contain detail information that requires the students to identify.

Scanning was suitable and appropriate to be applied as students' technique in reading. This technique was possible to be applied, because they can find a lot of specific information in monologue texts. They can directly and quickly identify the specific information in the text without reading the whole passages.

In brief, scanning technique could be used to improve students' reading comprehension in identifying the specific information (e.g. main idea, specific information, inference, reference, and vocabulary) in reading text for Junior High School students. It made the students be aware of their purpose of reading and motivates them to identify a piece of specific information in the texts.

2.13. Hypothesis

Concerning the theories and the assumption above, the hypothesis could be formulated as follow:

H_1 : There is significant difference of students' reading comprehension before and after taught through scanning technique.

H_0 : There is no significant difference of students' reading comprehension before and after taught through scanning technique.

III. RESEARCH METHODS

This chapter discusses some aspects and they are classified as the following: research design, population and sample, data collecting technique, research procedure, instrument of the research, criteria of good test, scoring system, data analysis, hypothesis testing, and schedule of the research.

3.1. Research Design

This research was quantitative study which used *One Group Pretest Posttest Design* in order to find out the significant difference of students' reading comprehension before and after being taught through scanning technique. The design used one class, as the experimental class which received the treatment of scanning technique. In this research, pre test (T1) was given before the observer teaches by using scanning technique and in order to measure the students' competence before they were given the treatment. Then, treatments were given in three times by using scanning technique to improve students' reading comprehension. Post test (T2) was given after implementing scanning technique and to measure how far the students' improvement after they get the treatment.

In this design, there must be a different between the pre-test and post-test scores. The research design could be represented as follows:

T1 X T2

Explanation:

T1 : Pre-test

X   : Treatment (using scanning technique)

T2 : Post-test

(Setiyadi, 2006: 131)

3.2. Population and Sample of the Research

The population of this research was the second grade students at SMPN 21 Bandar Lampung in second semester. There were ten classes of the second year students in the academic year 2015/2016. Each class consists of 29-31 students. In this research, the sample was one class as experimental class, which is selected by using Simple Random Sampling. Simple Random Sampling used if there were not stratified class. It was applied based on the consideration that students of the population have the same chance to be choosen and in order to avoid the subjectivity in the research (Setiyadi, 2006: 39). VIII H was chosen as the sample of the research.

3.3. Data Collecting Technique

To collect the data, the following test would be used, that is pre-test and post-test.

a. Pre test

The pre-test was administered to the students before giving the treatment in order to find out the basic of students' reading comprehension and to see the students mean score in reading comprehension before treatment. The result of reading test try-out presented by the test administer in order to determine the quality of the test as instrument of the research. Multiple

choice questions were given in which the students asked to choose one correct answer from the option a, b, c, or d.

b. Post-Test

The post-test was administered after conducting the treatments for the students. The post-test is given in order to find out the result of teaching learning process whether they had progress or not after being taught through scanning technique. The aim of the test was to find out the students' reading comprehension after giving the treatments. Multiple choice questions were given in which the students are asked to choose one correct answer from the option a, b, c, or d.

3.4. Research Procedure

In collecting the data, the observer following procedures are used; they are:

1. Determining Research Problem

   The problem of this research was determine based on the problem of junior high school student. The problem could be seen in the background of problem in Chapter1.

2. Determining Research Instrument

   For both reading tests (pre-test and post-test), the materials were taken from students' textbook. In the test, kind of narrative texts was used and in each text used consisted of 3 until 6 paragraphs. It was aimed at making an equal proportion and level of difficulty of both pretest and posttest. The number of the items were arranged in such a way so that the reliability of the tests can be seen through split-half method.

3. Determining the Population and Sample of the Research

   Population of the research was the second grade students at SMPN 21 Bandar Lampung in the academic year of 2015/2016 and VIII.H was chosen as the experimental class.

4. Administering Try-Out Test

   The try-out test was administered in grade VIII. Students were given reading test with 40 items of multiple choices. The test was done in order to measure the level of difficulty (LD) and discrimination power (DP) as well as find out the reliability and validity of the test.

5. Administering The Pre-test

   Pre-test was conducted before the treatments. It was aimed to check students' reading ability in determining mind idea, finding specific information, determining references, making inference, and understanding vocabulary in texts. Pre-test was administered for about 30 minutes on first week of the research.

6. Giving Treatment

   The treatment was conducted in three meetings and 80 minutes for each. The treatments were classroom activity, which used scanning technique in reading.

7. Conducting Post-test

   Post-test was conducted after the treatment. Posttest was conducted to find out whether there is a significant students' reading comprehension after the treatments. It was administered for 30 minutes in experimental class.

8. Analyzing the Data

This step was to find out the students' reading comprehension achievement using scanning technique. The data were computed through the statistical package for social sciences (SPSS) version 16.0 for Windows.

9. Testing Hypothesis

The hypothesis test was taken from the comparison mean of the pretest and post test of the experimental class.

3.5. Instrument of the Research

Naturally to gain the objective data, this research applied one kind of instrument:

3.5.1. Reading Comprehension Test

The Instrument of this research was reading comprehension test. The reading test of this observer conducted to find out how far teaching reading comprehension after given the treatment by using scanning technique. The test which used in pre test was the same with the test which is used in try-out. But, in the post test, the test was arranged. The test contains of five aspects of macro skills, such as: main idea, specific information, inference, reference, and vocabulary. The test is given in a form of multiple choice (a, b, c, and d). Multiple choice test was used since its marking is rapid, simple and most importantly reliable, that is, not subjective or influenced by marker judgments (Heaton, 1975: 151). The multiple-choice format may make *wh*-questions easier to answer than no-choice *wh*-questions because they give the students some possible answers. Students might be able to check the

text to see if any of the choices are specifically discussed, and then make a choice.

The content of try out was presented in table of specification below:

Table 3.1. Table Specification of Try-out Test

No.	Skills of Reading	Item Numbers	Percentage of Items
1.	Identifying Main Idea	1, 7, 12, 20, 21, 26, 33, 38	20%
2.	Finding Specific Information	5, 8, 13, 17, 23, 28, 35, 37	20%
3.	Making Inference	3, 9, 14, 19, 25, 27, 30, 32	20%
4.	Determining Reference	2, 6, 11, 16, 18, 31, 34, 40	20%
5.	Understanding Vocabulary	4, 10, 15, 22, 24, 29, 36, 39	20%
	Total	40 items	100%

3.6. Criteria of Good Test

A good test should have four criteria, such as good validity, reliability, level of difficulty and discrimination power.

3.6.1. Validity

A test will be said to be valid if it measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Setiyadi (2006), he says that "validity is used to measure perception, language behavior, motivation, even the language ability". A valid instrument has a high validity. On the other hand, the instrument which is lack of goodness has a low validity". An instrument can be called valid if it can show the data of variable are researched correctly. There are three types of validity be used in this research: namely construct validity and content validity.

a. Content Validity

Content validity was intended to know whether the test items are good reflection of what will be covered or not. The test items which are adopted from the materials that have been taught to the students should be constructed as contain a representative sample of the course (Heaton, 1988). To get the content validity of reading comprehension, the observer try to arrange the materials based on the standard competence in syllabus for third grade of junior high school students. In order to establish the content validity of measuring instrument, the observer identifying the overall content to be represented. The validity of instruments was referred to the content and constructs validity in which the question represents five sort reading skills, i.e. determining main idea, finding the detail information, reference, inference, and vocabulary (Nuttal, 1982). All test items which has good validity was used to collect the data for this research and the bad one should be revised. Below is the table specification of pre-test and post-test.

Table 3.2. Table Specification of Pre-test Test

No.	Skills of Reading	Item Numbers	Percentage of Items
1.	Identifying Main Idea	1, 10, 16, 17, 21, 27, 30	23,33%
2.	Finding Specific Information	5, 6, 14, 19, 23, 28,	20%
3.	Making Inference	3, 7, 11, 22, 26,	16,67%
4.	Determining Reference	2, 9, 13, 15, 25,	16,67%
5.	Understanding Vocabulary	4, 8, 12, 18, 20, 24, 29	23,33%
	Total	30 items	100%

Table 3.3. Table Specification of Post-test Test

No.	Skills of Reading	Item Numbers	Percentage of Items
1.	Identifying Main Idea	1, 4, 7, 12, 16, 21, 27,	23,33%
2.	Finding Specific Information	2, 5, 8, 17, 22, 28	20%
3.	Making Inference	9, 13, 18, 23, 24	16,67%
4.	Determining Reference	6, 10, 14, 19, 25	16,67%
5.	Understanding Vocabulary	3, 11, 15, 20, 26, 29, 30	23,33%
Total		30 items	100%

b. Construct Validity

According to Hatch and Farhady (1982: 252-253) construct validity is concerned whether or not the test performance can be described psychologically. The procedure was to determine experimentally what factors are related to test performance. A measure must relate construct to the real world observation. so, construct validity was concern with whether the test was actually in line of the theory of what reading comprehension means or not.

3.6.2. Reliability

According to Hatch and Farhady (1982: 243), the reliability of a test can be defined as the extent to which a test procedures consistent result when administered under similar conditions. To estimate the reliability of the test, the Split-Half Method was used in order to analyze the odd (x) and even (y) of the test items.

Reliability of the test in this research used *split-half* method in order to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, *Pearson Product Moment formula* used as the followed.

$$rl = \frac{\sum xy}{\sqrt{[\sum x^2 \sum y^2]}}$$

Explanation:
rl = the coefficient of reliability between first half group and the second half group
x = total number of the first half group
y = total number of second half group
x^2 = square of x
y^2 = square of y
xy = total number of first and half group

(Lado in Hughes, 1989)

And then to find out of reliability of the test, the observer use "Spearman Brown Prophecy Formula" (Hatch and Farhady, 1982: 286). The following formula was as followed:

$$rK = \frac{2rl}{1 + rl}$$

Explanation:
rK = The reliability of the test
rl = The reliability of half test

The criteria of the reliability as follow:
0.80–1.00 = high
0.50–0.79 = moderate
0.00–0.49 = low

(Hatch and Farhady, 1982: 246)

3.6.3. Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item done by the participants, (Heaton, 1975:182). Level of difficulty is generally expressed the percentage of the students who answered the item correctly. To find out the level of difficulty of the test, the observer used the following formula:

$$LD = \frac{R}{N}$$

Explanation:
LD = level of difficulty
R   = number of the students answer correctly
N   = total number of the students
Here the criteria of the level of difficulty:
<0.30   = difficult
0.30-0.70 = average
>0.70   = easy

(Shohamy, 1985: 79)

3.6.4. Discrimination Power

Discrimination power refers to the extent to which the item differentiates between high and how level students on that test. A good item which was according to this criterion, was one in which good students did well, and bad students failed (Shohamy, 1985: 81).

The formula was used:

$$DP = \frac{Upper - Lower}{1/2N}$$

Explanation:
DP   = discrimination power
Upper = proportion of "high group" students getting the item correct

Lower = proportion of "low group" students getting the item correct
N = total number of students
The criteria are follows:
LD = 0.00-0.20 = poor
LD = 0.21-0.40 = satisfactory
LD = 0.41-0.70 = good
LD = 0.71-1.00 = excellent

(Arikunto, 1997: 223)

3.7. Scoring System

In scoring the students result of the test, below formula wasused. The ideal higher score was 30. The observer was calculated the average of the pre-test and post-test by using this formula:

$$S = R - \frac{W}{n-1}$$

Explanation:
S = score of the test
R = correct answer
W= wrong answer
N = option

The observer was also calculated the average of essay question in treatment by using this formula:

$$\frac{skor\ perolehan}{skor\ maksimal} \times 25 = Nilai\ akhir$$

3.8. Data Analysis

The data gain from pre-test and post-test was analyzed through following step:

1. Scoring the pre-test and post-test.

2. Tabulating result of pre-test and post-test and calculating of both means.

3. Drawing conclusion from tabulated results of the pre-test and post-test administered, that was by statistically analyzing the data using statistical computerization, i.e., matched t-test of Statistical Package for social Science (SPSS) version 16.0 for Windows to test whether the improvement gained by the students was increase or not, in which the significance was determined by $p < 0.05$.

3.9. Hypothesis

The pre test and post test were compared in order to find out the improvement of students' reading comprehension after treatments. The observer used Repeated Measure T- test towards the average score of pre test and post test. In this case, the observer was significant level of 0.05 in which that the probability of error in the hypothesis was only about 5%.

The hypothesis drawn as follows:

H_1 : There is significant difference of students' reading comprehension before and after taught through scanning technique.

H_0 : There is no significant difference of students' reading comprehension before and after taught through scanning technique.

(Hatch and Farhady, 1982: 111)

The criteria for accepting the hyphothesis were as follows:

1. H_1 is accepted if the t-value is higher than T- ratio.

2. H_0 is accepted if the t-value is lower than T- ratio.

3.10. Schedule of the Research

Below was the schedule of the research consisting of some activities illustrated as follow:

Table 3.4. Schedule of Observer's Activities

No.	Date	Activity
1.	March 23rd, 2016	Giving try out test to the experimental class.
2.	March 24th, 2016	Giving pre-test to the experimental class
3.	March 28th, 2016	Giving the first treatment by using lesson plan 1
4.	March 31st, 2016	Giving the second treatment by using lesson plan 2
5.	April 4th, 2016	Giving the third treatment by using lesson plan 3
6.	April 7th, 2016	Giving post-test to the experimental class

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

After conducting the research at the second grade of SMPN 21 Bandar Lampung and analyzing the data, the observer draws the conclusions as follows:

1. There was difference of students' reading comprehension through scanning technique. It could be seen from the computation which showed that t-value (14.394) was higher than t-table (2.048). Students' mean scores in the pre-test was 12.21 and post-test was 16.53, with the score gain was 4.32 points. Scanning technique be used to improve the students' reading comprehension in five aspects of macro skills of reading comprehension, such as identifying main idea, finding specific information, making inference, determining reference, and understanding vocabulary.

2. The results of this research revealed that all the aspects of reading skills that improved the most in terms of macro skills ranging from the highest to the lowest aspects are: (a) main idea aspect improved because the students could find the main idea in the text in each of the paragraphs, (b) inference aspect improved because the students could make a conclusion or guessing based on

interaction between the reader knowledge and information in the text, (c) reference aspect improved because relation between objects in which one object designates, or acts as a means by which to connect to or link to another object, (d) vocabulary aspect improved because the students could answer the question about the synonym, antonym, and meaning based on the text, and (e) specific information aspect improved because the students could find the specific definitions, examples, facts, comparison, and cause and effect that were developed from the main idea from the text.. In sum, it could be concluded that the highest improve was on aspect of main idea (Table 4.6).

5.2. Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. Since the students have the lowest score in finding specific information, it is necessary for the teacher to increase students' understanding of finding specific information by doing some activities: for example, the teacher gives the students time to make a list of points which would like to locate in the text so that the students will not miss the details information in the text.

2. Teacher who intends to teach reading comprehension through scanning technique, should aware of level of difficulty and theme of the texts: for example, by choosing a good material such as choosing the word of the text,

theme of the text in order to make the students are not difficult in learning process.

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