

II. LITERATURE REVIEW

This chapter deals with two major points, that is, the review of the previous research and review of the related literature.

A. Review for the Previous Research

The writer is interested in discussing previous research that investigated the scanning technique because she wants to see what had been gotten by the previous researches and what kind of problems which are still unsolved. According to Hughes (1989) scanning and skimming are macro techniques, the writer take scanning technique from 21 others techniques to be more investigated of the previous research. There have been some researchers that had investigated scanning techniques in reading.

1. From the research that had been conducted by Permadi (2008) from UPI Bandung which was aimed to find out the effectiveness of skimming and scanning techniques in comprehending the text. This study used a quasi experimental method which was conducted in SMA Laboratorium percontohan UPI for a month. Pre test, treatment and post test served as a research design in this study. In the result shows that the using of skimming

- and scanning techniques are effective in improving students reading ability. Enhance students and teacher knowledge related to reading techniques and developing students and teacher creativity in the teaching learning process of reading.
2. Based on the previous research that Sugiati (2009) from Lampung University carried out, it was found that there is significant increase on students reading comprehension after being taught through scanning and skimming techniques. This research was conducted at the second year students. The study investigated the use of scanning and skimming techniques in increasing students' reading comprehension achievement especially in identifying specific information such as finding certain information main ideas from the texts and gathering the general description from the content of the texts.
 3. The other research was made by Rosmiati (2010) from UPI Bandung. She investigated the effectiveness of scanning in teaching reading. The study took two group, control and experimental group and T-test design was used. The study shows that scanning technique is considered effective in improving students' reading comprehension. It is indicated by the score of posttest.

Apparently, Permadi and Sugiati did not get the result about which was the better skill between skimming and scanning technique. They only stated that skimming and scanning technique were good techniques in gaining students' reading

comprehension without comparing the significant different and the difficulty of those techniques.

B. Review of the Related Literature

This part consists of notions of reading comprehension, including :

1. Notions of Reading Comprehension
2. Function of Reading Comprehension
3. Processes of Reading Comprehension
4. Components of Reading Comprehension

1. Notions of Reading Comprehension

Reading is a complex process that depends upon the individual's language development, experience's background, cognitive ability, and attitudes toward reading. There are many definitions of reading. One of definitions is by Grabe and Stoller (2007:9) which states reading as the ability to draw meaning from printed page and to interpret the information appropriately. McGinnis and Smith (1982: 14-19) state that reading is a complex process that depend upon the individual's language development, experience's background, cognitive ability, and attitudes toward reading. Reading is a construct process of guessing (Grellet, 1985:81:7). From those statements mean that if a reader finds an interesting reading passage, his/her mind is fully engaged in trying to understand the reading.

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The other statements come from Goodman (1976) says reading is an active process of deriving meaning. It is supported by Joycey (2006:2) who says that reading is an active skill, where the reader interacts with the text, and to some extent the writer.

Smith (1982:15) cites that comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to what we want to know. Comprehension can be regarded as condition where certainly exist. We comprehend when we have no doubt about alternative interpretation or decisions in our mind. In addition, Dallman (1982:23) states that reading is more than knowing what each letter of alphabet standing for; reading involves more than word recognition; that comprehension is an essential of reading that without comprehension no reading takes place.

Referring to the definitions above, it can be concluded that in comprehending the texts, the students have to know their technique in reading. One aspect that becomes essential in students’ reading is the reading technique. It has direct link in comprehension and strategy in reading.

2. Function of Reading Comprehension

Reading comprehension is necessary to get information in the written texts. Without comprehension, reading the text is meaningless and useless. To comprehend the text, reader need proficiency that is determined by reading skills. According to Wassmanand 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.

Soedradjat (1997:13) says that the emphasis of English teaching and learning is on reading ability to read English textbooks for educational purposes. Indeed, the emphasis on the teaching and learning of reading ability in English is not only for university students, but also for all students at Senior High Schools throughout Indonesia.

Reading is termed a receptive skill; means that the reader receives input from a writer. Receptive skill refers to the fact that the readers have to infer meaning using their knowledge of the world. Then, information in a text, writer’s feeling and point of view will be easily transferred if good comprehension happens.

3. Processes of Reading Comprehension

Reading is a very complex process and also an interactive process. Grab and Stoller (2007:18) state that reading is an active process in at least two ways. First, the various process involved in reading are carried out simultaneously, it means that while readers are recognizing words very rapidly and keeping them active in their memories, they are also analyzing the structure of the sentences to assemble the most logical clause-level meanings building a main idea model of text

comprehension, monitoring comprehension so on. Second, it is considered interactive in the sense of linguistic information from the text that interacts with information the reader's background knowledge.

Bernhardt (1991:8) states that efficient readers have processors that act on information in *rule-governed* ways much like a computer program. That statement was supported by Hayes (1989:5) says that understand problem, then, problem solver creates (imagines) objects and relations in the eternally presented problem. These internal objects and relations are the problem solver's *internal representation* of the problem. Different people may create different internal representations of the same problem.

4. Components of Reading Comprehension

There are five components in reading comprehension, they are:

4.1 Determining main idea

According to Hancock stated in Simanjuntak (1987:54) defines that the main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. 1987 Readers have to determine what main idea of the reading text is. Without knowing the main idea, reader will not know the purpose of writer in writing the text and also they may not get the information that should be transferred in that reading text. The main idea usually can be found in the first sentence of the first paragraph. For example, the question number 14 in the pretest (see appendix 7), the researcher used question "*What is the main idea of the first paragraph?*"

4.2 Finding specific information

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 read some sentences that related to the question in order to find the specific information. As question number one in the pretest, the researcher used question “*When did Baron Pierre de Coubertin revive the Olympic Games?*” to find specific information about year that had to be found by the students in the text.

4.3 Inference

Then, inference is also needed in comprehending reading text. Inference is the act or process of [derivinglogical conclusions](#) from premises known or assumed to be [true](#). Inference means the readers use their logical thinking and making conclusion about what the goal of the reading passage and the goal is not written directly by the writer. The example of making inference is in the text written “*Henry wanted to go to the party but he had so many tasks to do last night*” so the reader concludes that Henry did not come to the party last night. For example, the question number 10 in the pretest that ask a question “*Why did the Aztecs offer the human sacrifice?*” By the question, the students had to infer the appropriate answer of the text.

4.4 Reference

Simanjuntak (1988:109) states that when such words are used, they are signals to the reader to find the meaning elsewhere in the text. Reference means a relation between objects where one object designates, or acts as a means by which to connect to or link to, another object. Remembering the reference when we read a text will make us comprehend more. 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, in the question number two in the pretest, the researcher used sentence “*The word "them" in the sentence above refers to?*”

4.5 Vocabulary

In reading comprehension, readers who have lack of vocabularies will get difficulty in understanding reading text. 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 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 number 9 in the pretest that the question is “*What is the closest meaning of “trace”?*” This question will brainstorm students’ vocabulary skill in answering the synonym of trace.

C. Monologue Texts

The researcher used monologue text in giving treatments. Monologue text is a text that should be mastered and known by the students of Senior High School. It can be forms of narrative text, descriptive text, recount text and report text.

1. Narrative text

Narrative text is the telling of a story or an account of a sequence of events. Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text. The researcher used ‘*The Bear and Rabbit*’ and “*The Monkey and the Crocodile*” stories as materials given in treatments.

2. Descriptive text

A descriptive text is a text which lists the characteristics of something. Descriptive text is also a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The researcher used “*The Eiffel Tower*” and “*My Mother*” as the materials in treatments.

3. Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. The researcher used “*Meeting a Star*” and “*Vacation to London*” as materials in treatment.

4. Report text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. The researcher used *Birds* and *Kind of Earthquake* as the materials in treatments.

D. Scanning Technique

Scanning technique is defined as “quick reading”, focusing on locating specific information (Macleod, 2005:3). Vaezi (2006:5) states that scanning is reading rapidly to find a specific piece of information. Those statements are also supported by Casey (2003:2) who states that scanning is device used to locate details-specific questions that scanning is a type of reading that involves finding a particular piece of information located in materials that are otherwise of no interest to the reader. This technique helps students locate information quickly.

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

As 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. For instance, the students may be guided to ask themselves, “*Why am I reading this text? What do I want to know or do after reading?*”

So, from the explanation above it could be assume that scanning technique is appropriate and possible to be used in comprehending the text especially in

finding the specific information in the text quickly without reading the whole passage.

E. The Teaching Reading Comprehension 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.

Hedge (2003:23) states that any reading component of an English language teaching may include a set of learning goals for the following competences as clarified below:

1. The ability to read a wide range of texts in English. This is the long-range goal classroom. It means that the teacher has planned to give some variety of texts and not stuck only on one type of text.
2. Building knowledge of language which will facilitate reading ability. It means that the teacher give the students some knowledge or information for example about culture or language development. Those information will develop students mind and they will brainstorm the knowledge while reading the text.
3. The ability to adapt the reading technique according to reading purpose (i.e. skimming, scanning, guessing, recognizing grammatical word classes). In the reading process, the students find many problems, and to help them the

teacher assist to choose appropriate reading technique in order they are accustomed to use the technique and comprehend the text easier.

4. Developing an awareness of the structure of written texts in English. It means that the teacher has to make the students aware of the purpose and goal of reading before starting to read the text. For the example, the students may be guided to ask themselves, “*Why am I reading this text? What do I want to know or do after reading?*”
5. Taking a critical stance to the contents of the texts. The teacher has to let the students to give their comment about the reading passage.

F. The Applicability of the Procedures

Here, these are the procedures of teaching reading comprehension through scanning technique using one of the topics in the students’ text book that is English Alive Yudhistira 2010 entitled “*The Eiffel Tower*”.

Pre-reading:

1. *T: Now, we are going to learn about descriptive text*
2. *T: Do you know what the definition of descriptive text?*

S: Yes, descriptive text is a text which lists characteristics of something.

T: What are the examples?

S: They are person, a thing, etc.

T: That is right. You have to describe the whole descriptions of that thing for example the height, weight, color, function, etc.

While-reading:

1. *T: Students, before you read the texts, what thing that you should aware is asking yourself about “Why am I reading this text? What do I want to know or do after reading? What will I get from this text?”*

S: Why is it important, Ma'am?

T: Because it can make you accustom to aware about your reading purpose.

2. *T: Don't often open your dictionary, students. You can do it once or twice but it would be better to translate the text by brainstorming your mind and background knowledge.*
3. *T: In the reading process, you should aware of five main questions that is What, Who, When, Where and How.*
4. *T: Now open your book on page 54. Read aloud the title, students.*

S: Yes, Ma'am. It is about The Eiffel Tower.

T: Now do this exercise by doing the instructions that I have told you before.

Please accustom yourself to read the text using scanning technique that you don't have to read all text but only find out the specific information.

S: Yes, Ma'am. Thank you.

Post-reading

T: Now class, because the time is up. I'd like you to do the exercise 2 on page 55 at your home. Practice yourself to use scanning technique in reading the texts.

S: Yes, Ma'am. Thank you.

G. The Hypothesis

Referring to the theories and theoretical views discussed earlier, the researcher states her hypothesis as follows:

Ho : There is no effectiveness in increasing students' reading comprehension achievement after being taught through scanning technique.

Ha : There is effectiveness in increasing students' reading comprehension achievement after being taught through scanning technique.