

Students Reading Comprehension through Scanning Technique

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Abstract

This article reviews how scanning technique contributes to reading comprehension. Reading comprehension is defined as the process by which a person derives meaning from print. Scanning is a device used to locate details. Scanning means glancing rapidly through the text either to search for a specific piece of information. The differences of students reading comprehension after treatment are influenced by treatment given to them. It was proven by the result of previous research statistical data analysis which indicated to the students' progress. Teaching reading by using scanning technique can increase students' reading achievement.

Keywords: Reading, Comprehension, Scanning.

Introduction

Reading skill is one of the important thing in English. Because people will know all the information in the world by reading well. Tarigan (2008) states that reading is a process carried out and use by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader. Based on that expert we also know that reading is the way we get meaning from the printer words and then interpret it.

In reading process, students are not only read the text but also to understand what the context and comprehend the purpose of reading itself. That's why reading comprehension is necessary for student to always upgrade and improve. Reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including "decoding, word reading, and fluency along with the integration of background knowledge and previous experiences" (Klinger & Geisler, 2008).

Reading comprehension is not as simple as what students thought, because it takes time to understand the meaning of the words and read the whole text to identify the main idea, the purpose and etc.

Students are difficult to identify the purpose of the text, finding information detail and comprehending the text because they are limited of mastering vocabulary it takes time to read a whole reading and translate it word by word and then identifying the meaning to get comprehending reading.

Students need a strategy to make them easier in terms of the effectiveness and accuracy. The research use scanning technique to improve students reading comprehension. Maxwell (1972) stated that scanning is the ability to locate specific facts and details quickly.

According to Yusuf, Qisamullah et al. (2017) in their research found that Skimming Scanning Technique succeeded in assisting the students to improve their reading comprehension on English recount texts. After a few practice on how to determine key words and phrases that could help them comprehend the text efficiently, they became more aware of the tips and tricks in answering the reading comprehension test.

Rahmawati (2019) in her research concluded that the result of the research on improving students reading comprehension through scanning and skimming techniques for students in SMA Muhammadiyah Tarakan. The researcher found the mean score of pretest in experiment and control class was different with mean score of posttest in experiment and control class. The mean score of pretest in experiment class before taught by using scanning and skimming techniques was 47,59. On the other hand, the mean score of control class was 55,19. Both of class have increased the mean score of posttest after gave treatment, even though the control class was not taught by using scanning and skimming techniques, control class has increased in mean score from 55,19 become 60,00. Meanwhile, in experiment class that was taught by using scanning and skimming techniques has increased the mean score of posttest from 47,59 become 63,70. It can be seen that even though the both of class were increased in mean score, but the mean score of posttest in experiment class was higher than posttest control class. It means that there was significant improvement in experiment class.

Other researcher Asmawati (2015) in her research found that the differences of students reading comprehension after treatment are influenced by treatment given to them. It was proved by the result of statistical data analysis which indicated to the students' progress. Therefore, it can be concluded that there was a significant difference of students' reading comprehension before and after being taught by using Skimming-Scanning Strategy.

The last researcher Samuel (2017) In answer to the research question, the researcher has concluded that using the Jigsaw 1 method can significantly improve students' reading comprehension ability. As Tsay and Brady (2010) stated the implementation of the cooperative learning jigsaw technique in the teaching learning process can make the students more responsible. Therefore, they directly and actively take part in addressing a problem and solving it together in a group. This means that the jigsaw 1 technique is one of the good ways for teaching reading in order that the student could comprehend what they read.

The findings above have similarities and differences. The differences of the previous research using the Jigsaw 1 method can significantly improve students' reading comprehension ability, while the researcher using scanning technique to improve students reading comprehension and use pre-post test. Other previous researcher use quasi experimental design to improve reading comprehension while the researcher use pre and post test to improve students reading comprehension in finding main idea.

Concept of Reading skill

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) 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 /keik/, lake /leik/, make /meik/, take/teik/, wake /weik/, and snake /sneik/*), (3) vocabulary (knowledge of the meaning, use, and pronunciation of individual words, e.g. *Build /bild/ (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) 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 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, Lee et al (2006) suggest 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, & Barton, 1998).

Reading Comprehension

Comprehension means relating to what we do not understand or new information, to what we already know. 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. 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 Troschitz (2009), 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.

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 e a f. The sound /ee/ is represented by the letters ‘e a’. 3 letter grapheme: n i g h 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* /'kæt/ consists of three letters ⟨c⟩, ⟨a⟩, and ⟨t⟩, in which ⟨c⟩ represents the sound /k/, ⟨a⟩ the sound /æ/, and ⟨t⟩ the sound /t/. This typical aspect of reading is crucial in reading especially in the beginning level.

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?*".

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*.

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

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)

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:

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

Distinguishing between literal and implied meaning. Literal meaning is exactly what the words say. Where implied meaning is what is suggested. Detecting cultural specific references and interpreting them in context of the appropriate cultural schemata. 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:

Aspects of Reading Skills

Katheleen (1986) stated 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

Ordinarily, inference is about guessing something from the information which have we read or know. Graesser, et al (2007) states that 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 Reimer (2009) 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 repetition 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.

Concept of Scanning Technique

The Meaning of Scanning Technique

According to Vaezi (2006), scanning is reading rapidly to find a specific piece of information (name, place, and time, etc). Meanwhile, According to Asmawati (2015), 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 (2000) suggests 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.

Scanning Technique Procedure

Scanning is important to improve reading skill. The procedures of scanning technique are (Thamrin, 2014): Keep in mind only the particular information to be found out. Make a choice, which clues would support the finding of the required information. Have a rush view and sweeps down the page quickly to find out the clues. If the clues are found out, read that section to get the information needed.

The Relationship Between Reading Comprehension and Scanning

Theoretically, Finocchiaro and Sako (1983) 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 redundancy, the ability to use contextual clues, and recognition allusions.

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 (2009), the intellectual skills were divided into two elements and classified as follows:

Teaching Reading Through Scanning Technique

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.

Conclusion

The research paper is about Students Reading Comprehension through Scanning Technique. Reading Comprehension means relating to what we do not understand or new information, to what we already know. Scanning is quickly searching for some particular piece of information in the text. Scanning involves moving the reader's eyes quickly down the page seeking specific information without reading the whole text. By using scanning technique, students will have enough time to find out some specific information like main idea in reading text.

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