

The Effect of Scanning Technique on Student's Reading Comprehension at SMA Negeri 2 Rantau Utara Grade Xi In The Academic Year 2019/2020

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ABSTRACT

The objective of this research is to know is there any effect of scanning technique on student's reading comprehension skill at SMA Negeri 2 Rantau Utara Grade XI in the Academic Year 2019/2020. This research is quantitative experimental research methods. The design used in this research quasi experimental and Control Group Design model. The sample used is clustering sampling from classes XI IIS which has a subject 277 students. The sample was used is XI IIS 2 as experiment class and XII IIS 1 as control class. Instrument for collecting data were the tests namely pretest and posttest. The results of this research show that used of the scanning technique was there is any effect of student's reading comprehension on student's reading at SMA Negeri 2 Rantau Utara in the academic year 2019/2020. The researcher found out that increasing of experimental class which got mean 43 on pretest and got mean 87 on posttest. Because t_{count} value higher than t_{table} ($2.318 > 1.670$), by comparing t_{count} with t_{table} to showing criteria accepted and rejected, means it H_a is accepted and H_o is rejected.

Keywords: Scanning Technique, Reading Comprehension

INTRODUCTION

According to Patel and Jain(2008:113-114) state that reading skill is the most useful and important skill for people. This skill is more important than the speaking skill and writing skill since reading activity is a source of joys. Good reading activity encourages the students to keep reading regularly and provides them both pleasure and profit. Moreover, reading is the most important activity in any language reading classes. Reading activity is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading activity is needed to widen the mind and to gain the understanding of the foreign culture. This definition causes the reading activity to be believed to be the most complicated skill in language learning. Reading activities require high level of muscle coordination, ongoing effort, and concentration because reading is not merely a visual task. The readers not only use and identify symbols in front of them but they also have to interpret what they read according to their knowledge, associate it with past experiences, and think ahead in terms Ideas, assessment, reading affect student achievement.

Everyone's own reading skills vary. Some have the ability to read books quickly, some are moderate and have the ability to read books slowly. A person who has the ability to read a book quickly and with the ability to understand reading well will be more quickly completed in reading a book and more quickly absorb the information contained in the book being read, so that the person can Take advantage of the remaining time for other activities. Different with someone whose ability reads

it is slowly. People whose ability to read slowly will take a long time to understand the content of reading that reads, so as to improve reading skills need more practice than people who quickly absorb the information they read.

The problems related to the above are the ability to read comprehension. A lack of reading interest in students can also be known as plagiarism is an unpraiseworthy act of the participation of students in class while following the lesson. The authors found many high school students who were hard and reluctant to ask questions about the material provided by the teacher. Students tend to be silent and receive all the information teachers provide. They rarely give criticism, opinion or ideas. When the teacher asks why students don't want to ask, most students feel confused and unable to ask (fear of inequality questions). On the other hand, the quality of the question is actually traceable from their reading results. Students who are unable to ask or give an unqualified question, likely because they previously did not read about the material provided by the teacher.

Based on the results of interviews with class X1 teachers in high school that according to Kurikulum 13 (K13) the minimum learning criteria (KKM) to read is 75. But in fact, students ability to read comprehension is still low-category.. The total number of grade X1 IPS-2SMA NEGERI 2 are 33 peoples and only 5 students have a value above 75.

According to Rachmania (Edvieanto-1, Munandar-2, Munandar-3) 2018:158), "from the results of research scanning techniques proved to improve students' reading ability and can save time". With detailed results can be seen that the alternative hypothesis was accepted because the T-observed was higher than T- table ($3.43 > 2.10$). it means that Teaching Reading Using Scanning Technique was effective to improve students' reading comprehension.

Meanwhile. According to Nur'aini (2016:2) the scanning technique is done to locate specifically required information. Thus, scanning technique deals with the readers' ability in finding certain information they need in the text without reading the whole of the text, With detailed results can be seen that the alternative hypothesis was accepted because the T-observed was higher than T- table ($3.03 > 2.20$). it means that Teaching Reading Using Scanning Technique was effective to improve students' reading comprehension.

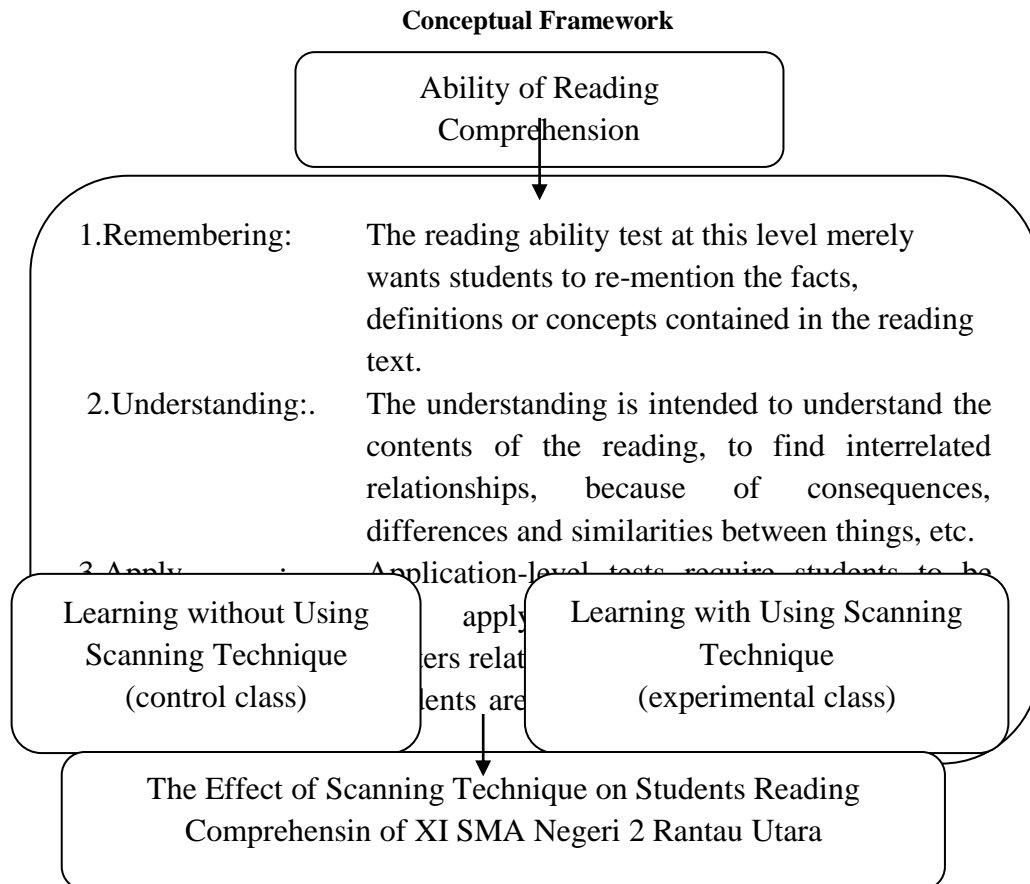
Reading is an activity that has become a fundamental necessity in everyday life. In fact, reading is the heart of education because every learning process always involves reading activities. Therefore, the ability or good reading skills are very important to be mastered by students, let alone elementary school students where the development of language and vocabulary of children are still not formed perfectly.

However, the implementation of reading learning activities in schools has not used certain models or strategies. A reading learning Model or strategy is important to improve students' ability to read comprehension. Models or reading learning strategies are implemented according to students' characteristics or reading material.

One of the learning models of reading understanding that can help improve student reading comprehension is a quick-reading method. Which is the type of reading that prioritizes speed, by not leaving an understanding of its readability.

From the description above can be illustrated research thinking frameworks as follows:

Chart 1.



METHOD OF RESEARCH

The method used in this research is quantitative experimental research method. Sugiyono (2018:107), suggests an experimental research method can be interpreted as a research method used to find the effect of certain treatment on the other under controlled conditions. This type of experiment is an experimental quasi. Zaenal (2012:74), posited experimental quasi is a false experiment. The goal is to predict conditions that can be achieved through actual experimentation, but there is no control and or manipulation of all relevant variables.

Before being given treatment, both the experimental group and the control group were given a test namely the pretest, with the intention of knowing the group's condition before treatment. In the first step selected group experiments and control groups randomly. Subsequently the experiment group was subjected to treatment. In the final activity after the treatment is completed in the experiment Group, the two groups are given posttest. The design of this research is described as follows.

Table 3.1

Research Design

Group	Pre-Test	Treatment	Post-test
Eksperimen	X1	X	x2
Kontrol	y1		Y2

Note :

x1 : Pre Test of Experimental Group.

x2 : Post Test of the Experimental Group.

X : Treatment in the Form of Scanning Technique.

y1 : Pre Test of Control Group.

y2 : Post Test of Control Group.

According to the suharmission of Arikunto (2013:173) "The population is the whole of the research subject. Population is a very important source of data, because without the presence of research populations will not be significant and impossible to do. " From the definition of the population is the class of XIIS¹ and XI IS² SMA Negeri 2 North region, amounting to 277 population, for more details of the population can be seen in the table below.

Table 3.2
Total students of grade XI SMA Negeri 2 based on education level

Education Level	M	F	Total	Information.
Class XI IPA 1	25	10	35	
Class XI IPA 2	21	15	36	
Class XI IPA 3	25	11	36	
Class XI IPA 4	24	12	36	
Class XI IPS 1	20	13	33	Sample (Control Class)
Class XI IPS 2	20	13	33	Sample (Experiment Class)
Class XI IPS 3	23	10	34	
Class XI IPS 4	24	10	34	
Total	38	74	277	

Data Processed years: 2019

The samples are part of the number and characteristics owned by the population (Sugiyono, 2011:62). While the sample is as part of the population or representatives of the population are researched. The samples used are clustering technique, taking pre-defined samples. The sample is a class XI student of SMA Negeri 2 RantauUtara in two classes, the class XI Ips 1 with a total of 33 students and class XI Ips 2 with a total of 33 students.

RESULT OF VALIDITY TEST

Number of students (N) = 33, if significances level $\alpha=0,05$ is obtained $r_{table} = 0,344$. While the data is obtained (validity) of each item about the appendix 1. The evaluation criteria if $r_{xy} > r_{table}$ currently it is said about a valid product.

RESULT OF REABILITY TEST

with using formula determining of reliability in chapter III obtained reliability coefficient with (N) = 33 and significances level $\alpha = 0,05$ is 0,344 while $r_{count} = 0,358$. Assessment criteria if $r_{count} > r_{table}$ coefficients it is said that data is reliable and the criteria is high.If $r_{count} 0,358 > r_{table} 0,355$ so it can be conclude that the matter as a whole is reliable and including middle correlation criteria coefficients it is said that data is reliable and the criteria is high.

RESULT OF NORMALITY TEST

1. Test data normality is performed to determine whether the data is normal distribution or not. Data normality test done with Liliefors test. Based on the normality test conducted in the group own pre-test class., acquired L count = 0.138, and L count on the control class is = 0.146, Where on L table = 0.154 at the equivalent of 0.05 significance to $n = 33$. Based on the above data, it was concluded that the data was a normal distribution at a significant level of 0.05 for $n = 33$ as L count was smaller than L table.

2. Similarly, the Post test group based on the normality test done on the group post Test., obtained L count = 0.150 in the experiment class and L count = 0.150 in the control class, while on the L table = 0.159 in the equivalent of 0.05 significance to $n = 31$. Based on the above data, it was concluded that the data was a normal distribution at a significant level of 0.05 for $n = 31$ as the L count was smaller than L table.

RESULT OF HOMOGENITY TEST

Testing of data homogeneity is intended to know whether the samples used in the study came from a homogeneous population or could represent another population. For testing homogeneity test used second similarity variance ie test F in posttest data on both samples.

By comparing the count of F values with the F count of the table, the F count is derived $< F_{table}$ i.e. $1.553 < 4.130$ at the level = 0.05. Based on the results of the calculation, it can be concluded that the experimental or control class comes from a homogeneous population.

RESULT OF HYPHOTHESIS TEST

It is known that the two sets of data are normally distributed and have the same variance (homogeneous). The data used for testing this hypothesis is the ultimate test of student learning. Hypothesis testing is done to test the one hand by using statistical T-test.

Based on the results of the analysis using the test T then obtained a value of $t_{count} = 2,318$ and known the value on T table at the level of $\alpha = 0.05$ is 1.690. Next by comparing T count with T table to determine the acceptance criteria and rejection H_0 , it is known that the value of the coefficients $t_{count} > T_{table}$. Under the previous provisions, it refused H_0 and received H_a . In other words, there is an effect of simulation technique on student's reading comprehension at SMA Negeri 2 Rantau Utara in the Academic Year 2019/2020.

CONCLUTION

Based on the results of the analysis and discussion described, it was found that there was a significant (t_{count} is 2,318 $>$ t_{table} is 1,678) difference in the increase in post-test scores from the pre-test scores of students who were taught by scanning technique on students speaking skill of narrative text who were not taught by scanning technique on students reading comprehension of narrative text. So it can be concluded that there is a significant on the implementation of The Effect of scanning technique on students' reading comprehension in eleventh grade at SMA Negeri 2 Rantau Utara.

1. Simulation technique was believed to be able to motivate, encourage students and reading class more enjoyable so that the students became actively involved and interested in the teaching and learning activities.
2. The students were given more chances for practicing reading. In addition, since it was practiced among their classmates, the students could lose their fears of making mistakes. Joining the teaching and learning process, the students were more enthusiastic and they

could reduce their boredom. Moreover, the students and the English teacher did not have any difficulties for implementing simulation technique.

3. Scanning technique giving feedbacks to the student was able in learning material. The students knew English words since they had known how to pronounce it correctly. It helped them to repair the students' mistakes in pronouncing the words. It can be implied that giving feedbacks made the students more confidence and it could repair their mistakes.

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