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THE EFFECT OF SCANNING METHOD ON THE STUDENTS' READING COMPREHENSION AT SMP SWASTA IT IKHWANUL MUSLIMIN

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ABSTRAK

Reading is one of the subjects to get information and knowledge about everything readers need from the written form. Reading comprehension is the ability to derive meaning from written material. Readers are considered successful when they understand the meaning intended by the writer. Main purpose behind reading is to make connections between what you already know and what you need to know. Knowing why you are reading will greatly increase your chances of understanding the material. In the context of this study, scanning is seen as the most potential strategy to be applied for students' reading comprehension. This research was conducted on March 2023/2024 academic year. The subject in this research is the students of eight grades at SMP Swasta IT Ikhwanul Muslimin located on Bandar Klippa, Percut Sei Tuan, and Deli serdang regency. This research used quantitative method. Experimental research method as a technique used to determine the impact of specific treatments. This study use experimental design with two classes they are an experimental class and control class. The research participants were eighth-grade students from SMP Swasta IT Ikhwanul Muslimin. There are two classes of eighth- grade students consist of 49 students. The result of Post-Test in experimental class showed significant effect with the pre-test and post-test in the experimental class whose pre-test score with a minimum of 32 and a maximum of 68 with a mean of 52 while in the post-test 64 minimum score, and a maximum score of 96 with a score of 82.31 as the mean score. The results prove that scanning method has a significant impact on Students' reading comprehension at SMP Swasta IT Ikhwanul Muslimin.

Keywords: Reading Comprehension, Scanning method, Reading

INTRODUCTION

Reading in English is an important aspect. Riris (2017) to understand information effectively; people need a useful tool in life: reading. However, understanding the content and purpose of a reading text is not always easy, and it requires more than just imagining each series of sentences. Syafrizal et al. (2022) concluded that as learners in the learning stage, it is important to master reading in the learning aspect. Reading helps learners to gain new knowledge and insights, which can encourage them to want to learn and understand a foreign language better.

However, at each stage of reading, it is not only about reading what is in the text, but also about being able to understand the content and purpose of the reading. That's why it is important for students to improve in terms of reading comprehension. According to the

2013 curriculum, students are expected to master reading based on the competency standards set for religiosity, sociality, knowledge, and knowledge application. On the topic of basic competency, it is important to understand, use, and analyze social functions, linguistic elements, and text structure. Moreover, it is important to use and analyze the text from this aspect in understanding and passing the set value standards.

Tobing (2013) states that most students who learn English as a foreign language struggle with reading comprehension, but some proficient readers use effective strategies to overcome these difficulties. To improve reading comprehension, students need the right way to help them in terms of accuracy and effectiveness. This research will address the use of scanning as a form of teaching English reading. Scanning is defined by Grallet (1989) as a quick way to identify specific information in reading content. Brown (2001) adds that scanning is one of the strategies used in reading. The author defines the scanning technique as a method of reading that focuses on key information without having to read the entire text. This approach allows readers to quickly find answers without wasting time searching through irrelevant information.

Reading comprehension can be challenging, particularly for students who may need to allocate time to identify the main idea, purpose, and detailed information. Additionally, unfamiliar vocabulary can make it difficult to understand the text, so it takes time to read all the content of the text and understand it word by word, and then find out the meaning in reading comprehension.

To help students solved these problems it needs another technique more interesting in teaching reading, one of technique can be use scanning technique. Based on researcher' preliminary research on junior high school student it was found that students had difficulty in mastering reading. These factors are needed to be solved. Therefore student met difficulties in comprehending the text. The students from junior high school are confused how to find main content in a text, student wasting time to locating the main content of the text to find the key to answer some question. It indicated that their reading comprehension need to be improved. To comprehend student need try another technique as new experience and knowledge that applicable to used on the text.

The scanning technique enables students to find information more easily. This is because students can quickly identify relevant information without having to read the entire text (Rahim, 2009). Nurhadi (2010) explains that individuals who use scanning techniques for reading do not read word by word or even paragraph by paragraph, but rather sweep the page thoroughly. Scanning is a reading technique used to obtain specific information without reading the entire text (Mohamad, 2011; Parasdyanto, 2018; Wiguna et al., 2019). When students scan, they go directly to the problem they are looking for, which is specific facts and specific information (Tantri, 2017; Iswari & Nurman, 2018).

RESEARCH METHOD

This research used quantitative method. According to Kasiram (2008) stated that quantitative research is the process of acquiring knowledge by using numerical data to analyze information. It is a tool used to understand what one wants to know. Furthermore, Sugiyono (2014: 72) defines the experimental research method as a technique used to

determine the impact of specific treatments on others under controlled conditions. This study use experimental design with two classes they are an experimental class and control class. This research design includes a pretest before treatment. This allows for more accurate comparison of the results with the situation before treatment was given. In this study, the researcher examined 49 students from two classes, specifically the VIII-I class as the experimental group and VIII-II as the control class. As per Sugiyono (2013), when the population is less than 100, the entire population can be used as a research sample. The sample in this case was obtained through total sampling, which, according to Putri et al. (2018), is a sampling technique where the number of samples is the same as the population. The research participants were eighth-grade students from SMP Swasta IT Ikhwanul Muslimin during the 2023/2024 academic year. There are two classes of eighth- grade students. The study employed a pre-test and post-test research instrument. The pre- test was administrated prior to the implementation of the scanning method strategy to assess students' reading comprehension comprehension. The post- test was given after the application of the scanning method strategy and consisted of multiple-choice questions.

RESULT AND DISCUSSION

The findings are based on the analysis of data obtained from pre-tests and post-tests conducted at SMP Swasta IT Ikhwanul Muslimin. The objective was to evaluate the impact of the Scanning Method approach on students' reading comprehension.

Description of Data

Table 1. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	23	44	24	68	44.00	11.631
Post-Test Control	23	40	48	88	67.48	9.130
Pre-Test Experimental	26	36	32	68	52.00	9.533
Post-Test Experimental	26	32	64	96	82.31	8.479

As shown in the table above, there is a division of assessment carried out by conducting two tests, namely pre-test and post-test, which are divided into two classes, namely the control class and the experimental class. The highest value obtained in the control class pre-test is 68, the lowest value is 24, the mean value is 44, and the standard deviation value is 11.631. The experimental class the highest value obtained in the post-test was 88, the lowest value was 48, and the mean value was, 82.31. And the standard deviation value was 8.479

Analysis of Requirement Testing

The researcher used the IBM SPSS 29 tool to analyze the data obtained. In this data analysis section, the researcher does not only explain the existing data as in the paragraph explanation that has been explained.

Normality Testing

Table 2. Normality Test

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Scores	Pre-Test Control	0,156	23	0,151	0,962	23	0,513
	Post-Test Control	0,127	23	.200*	0,967	23	0,619
	Pre-Test Experimental	0,127	26	.200*	0,957	26	0,342
	Post-Test Experimental	0,162	26	0,077	0,957	26	0,333
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

In this normality test using Shapiro-Wilk because the students tested were less than 100 respondents. In the table 1 of the test of normality in the significant column, the results of the control class pre-test are shown at 0.513, and the results with the number 0.619 are the results of the control class post-test. Due to significant results because it is greater than 0.05. In addition, the number given in the pre-test was 0.342, then 0.333 was found in the post-test held in the experimental class.

Homogeneity Testing

In this section, the researcher examines the homogeneity of the test. Prior to this analysis, the researchers had determined that the data from this test exhibited normal distribution. In this test, only post-test scores are employed. The results are presented in Table 3 below.

Table 3. Homogeneity Testing

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Scores	Based on Mean	0,574	3	94	0,634
	Based on Median	0,570	3	94	0,636
	Based on Median and with adjusted df	0,570	3	93,656	0,636
	Based on trimmed mean	0,581	3	94	0,629

According to the data in the table above, there is a homogeneous value because the significance value shows $0.634 > 0.05$. Therefore it can be said if a mean is significance because the value is greater than 0.05.

Hypothesis Testing

For this independent sample t-test hypothesis, this test compares two unpaired sample data. This test is similar to the previous test, the homogeneity test. This t-test also uses data taken from the post-test. The results can be seen in the table below.

Table 4. Independent Samples Test

Independent Samples Test					
		t-test for equality means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Scores	Equal variances assumed	-14,829	2,516	-19,891	-9,768

	Equal variances not assumed	-14,829	2,528	-19,920	-9,739
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Independent Samples Test				
		t-test for Equality of Means		
		T	Df	Sig. 2 tailed
Scores	Equal variances assumed	-5,894	47	0,000
	Equal variances not assumed	-5,867	45,216	0,000

Previously in the homogeneity section the test was homogeneous, and now the focus is on equal variances assumed. To find out that the results of this hypothesis, in this test Sig. 2 tailed (sided) results are smaller than 0.05. Then the hypothesis has been accepted, in the Sig. 2 sided (tailed), it can be seen that 0.000 is smaller than 0, 05, it can be said that this hypothesis, and H_a is accepted.

Discussion

According to the pre-test and post-test data of the control class and experimental class, there is a large significant effect. In table 4.1 the mean of the experimental pre-test was 52.00, with a minimum score of 32 and a maximum score of 68, with a range between scores of 36 and after being given the Scanning strategy treatment, the mean of the post-test increased to 82.31 with a minimum score of 64 and a maximum score of 96 with a range of 32. Therefore, from the mean score it can be seen that the Scanning Strategy has a significant effect on students' reading comprehension.

On the data obtained, further analysis is carried out before drawing conclusions. From several analyses, there are several statistical analyses carried out, namely the normality test and homogeneity test, and then ending with the final results of the independent t test to analyze the data thoroughly and be able to answer the main questions in this study.

As can be seen, in the normality test that has been carried out, the results of all pre-test and post test of the control class and experimental class are greater than 0.05, then the data are distributed and pass the test used in the homogeneity test. After the homogeneity test, it can be seen from the significant mean value of 0.634 which is greater than 0.05. In addition, the independent t-test has been carried out with a result of 0.000. After analyzing and testing the t-test if significant less than 0.05. So with the achievement of Sig. tailed (sided) $0.000 < 0.05$, with that H_a is accepted and the t-test is complete.

The findings in this study show the impact of the Scanning Strategy used in language teaching and learning. Based on this study, the Scanning Strategy used is easy to apply in

classroom learning activities and has techniques that can be used henceforth in improving students' comprehension especially in reading skills to understand the meaning of texts, paragraphs, etc.

CONCLUSION

Based on the findings that have been carried out on 49 students from the control class and experimental class, there is a difference in score both from the control and experimental classes. The method used in the experimental class is scanning strategy gives more significant impacts to the experimental class than the control class. After analyzing and testing the t-test, if it is significant less than 0.05. In this context, it's described that the achievement of Sig. tailed (sided) $0.000 < 0.05$, with that H_a is accepted and the t-test is completed. The combined results prove that scanning method has a significant impact on Students' reading comprehension at SMP Swasta IT Ikhwanul Muslimin.

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