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IMPROVING THE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH SCANNING TECHNIQUE OF THE EIGHT GRADE AT JUNIOR HIGH SCHOOL TMI ROUDHOTUL QUR'AN METRO

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IMPROVING THE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH SCANNING TECHNIQUE OF THE EIGHT GRADE AT JUNIOR HIGH SCHOOL TMII ROUDHOTUL QUR'AN METRO

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IMPROVING THE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH SCANNING TECHNIQUE AT THE EIGHT GRADES OF SMP TMI ROUDHOTUL QUR'AN METRO

ABSTRACT

By:

ASIH FITRI KHUSNA SARY

Reading comprehension is an effort made by the reader to understand what is the content related to the text, to understand the problem or topic (what, why, who, when, where, and how). Scanning technique is a reading technique to be use when someone wants to find specific information quickly.

The problem in this research deals largely with the study of reading comprehension. The subject of this research was 26 students of the eight grades especially D class. The design of the research was a classroom action research. It was conducted in two cycles, in cycle I was done in three meeting and cycle II was done in two meetings. In this research the students were given pre-test before treatment and post-test after treatment. The research aimed to find out whether the use scanning technique could increase the students' reading comprehension. The data collection method in this research was test, observation, field note, and documentation. The purposes of given pre-test and post-test are to know how far the students' have mastered in reading comprehension before and after being given treatment. The passing grade is more than 80 % if the students can get at leas 70.

In conclusion, the using of scanning technique can improve the students' reading comprehension especially descriptive text by referring to the result of the research and interpretation in pre-test, post-test 1, and post-test 2. The pre-test showed that the average score was 62.6, the post-test 1 was 68.8, and the post-test 2 was 83. It was clearly appeared that the score increased significantly from pre-test up to post-test 2. The increasing of the students' activities in learning process occurred in cycle I and cycle II which the achievement of students' activities in cycle I was 62.4% and in cycle II has increased up to 88.4%.

MENINGKATKAN PEMAHAMAN MEMBACA SISWA PADA TEKS DESKRIPTIF DENGAN MENGUNAKAN TEKNIK *SCANNING* DI KELAS DELAPAN SMP TMI ROUDHOTUL QUR'AN METRO

ABSTRAK

Oleh:

ASIH FITRI KHUSNA SARY

Pemahaman membaca merupakan sebuah upaya yang di lakukan oleh pembaca untuk memahami isi yang terdapat di dalam bacaan tersebut, untuk mengetahui permasalahan atau pokok bahasan (apa, mengapa, siapa, kapan, di mana dan bagaimana). Teknik *scanning* adalah salah satu teknik membaca yang di gunakan ketika seseorang ingin memperoleh informasi secara cepat dan lengkap.

Permasalahan dalam penelitian ini erat kaitannya dengan pemahaman membaca. Subjek dalam penelitian ini adalah 26 siswa kelas delapan khususnya kelas D. Bentuk penelitian ini adalah penelitian tindakan kelas. Penelitian telah dilaksanakan dalam dua siklus. Di siklus pertama telah dilaksanakan tiga pertemuan, dan siklus ke dua telah dilaksanakan dua pertemuan. Dalam penelitian ini siswa diberikan tes awal (*pre-test*) sebelum melakukan treatment dan tes akhir (*post-test*) setelah melakukan treatment. Penelitian ini bertujuan untuk mengetahui apakah teknik *scanning* dapat meningkatkan kemamuan membaca siswa dalam bahasa Inggris. Metode pengumpulan data dalam penelitian ini adalah tes, observasi, field note, dan dokumentasi. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui sejauh mana pemahaman membaca bahasa Inggris siswa sebelum dan sesudah diberikan perlakuan. Kriteria siswa dikatakan tuntas jika 80 % siswa mendapatkan nilai di atas 70.

Kesimpulannya, penggunaan teknik *scanning* dapat meningkatkan pemahaman membaca khususnya teks deskriptif pada siswa dengan mengacu pada hasil penelitian dan pembahasaan di *pre-test*, *post-test* 1, and *post-test* 2. Pada *pre-test* nilai rata – rata menunjukkan hasil 62.2, *post-test* 1 68.8, dan *post-test* 2 83. Dapat dilihat dengan jelas bahwa nilai yang ada mengalami peningkatan secara signifikan dari *pre-test* sampai *post-test* 2. Peningkatan pada kegiatan siswa pada proses pembelajaran juga terjadi pada siklus I dan siklus II dimana pencapaian kegiatan siswa mengalami peningkatan pada siklus 1 dengan rata – rata 62.4% dan pada siklus II meningkat menjadi 88.4%.

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APPROVAL PAGE

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Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka skripsi yang disusun oleh :

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Sudah kami setujui dan dapat diajukan kejurusan untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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The undergraduate thesis entitled : IMPROVING THE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT TROUGH SCANNING TECHNIQUE OF EIGHT GRADERS AT JUNIOR HIGH SCHOOL TMI ROUDHOTUL QUR'AN METRO, written by Asih Fitri Khusna Sary, Students' Number 1064297, English Education Program, has been examined (Munaqosyah) in Tarbiyah Department on Thursday, March 05th, 2015.

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States that this undergraduated thesis is originality the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January 2015

The Writer,



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DEDICATION PAGE

"I proudly dedicate my piece of words to my beloved Mr. Saryono, S.pd and Mrs. Siti Rukoyah, Muhammad Khoirul Amri, Nur Laila Puspita Sari, Nuzulis Tiana Ulfa, Lintang Setiono, my longlasting friends in Diamond Class and my grateful Almamater"

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمۡ تَفَسَّحُواْ فِي ٱلۡمَجَٰلِسِ فَٱفۡسَحُواْ
يَفۡسَحِ ٱللَّهُ لَكُمۡۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرۡفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ
مِنكُمۡ وَٱلَّذِينَ أُوتُواْ ٱلۡعِلۡمَ دَرَجَٰتٖۚ وَٱللَّهُ بِمَا تَعۡمَلُونَ خَبِيرٞ ١١

"You who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do."

(QS. Al-Mujadilah :11)

"Don't be afraid to change. You may lose something good but you may gain something better"

(Kevin Spacey)

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The Researcher

Asih Fitri Khusna Sary
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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is a learning process gaining knowledge through both formal and informal activities. Educational activities are not only conducted and facilitated by school and teacher, but also by parent, families and the environment. Education is generally divided into several stages such as pre-school, elementary school, high school and university. The learning process is not only in school but also can be done anywhere.

English is one of subject that becomes a standard of graduation in examination. It was based on the Act of the Republic of Indonesia Number 20, Year 2003 on National Education System article 70 on degree of SMP/MTs/SMP SLB or another, national examination include of Indonesia language, Mathematics and Sciences.

Reading is one of the most important in english skills to be taught for the students, because reading is a key to be a smart personal, unbiased, and insightful. By reading, the student has developed their selves to get readiness to face the demands of society about private intellectual. Reading is an activity that requires the interaction of active learning to the reading by obtaining the meaning and understanding of what is read.

Reading comprehension is an effort made by the reader to understand what is the content related to the text, to understand the problem or topic

(what, why, who, when, where, and how). So it is to improve students' reading comprehension ability by deathly, critically and thoroughly.

Based on observation is done by researcher in the Junior High School TMI Roudhotul Qur'an Metro, the researcher has obtained the information that the teaching and learning activities and the results, especially in the english language reading comprehension of descriptive text tends is low.

To know the students comprehension in reading, the researcher hold the pre-survey on March 10th 2014 in Junior High School TMI Roudhotul Qur'an Metro which show in the table below:

Table 1
The data of pre-survey at the eighth grade of Junior High School TMI Roudhotul Qur'an Metro

No.	Score	Category	Number of student	Percentage
1.	≥ 70	High	6	23, 07 %
2.	≤ 70	Low	20	76, 93 %
Total			26	100 %

Source: Teacher's archive, English Reading Comprehension Score at the eighth Grade of Junior High School TMI Roudhotul Qur'an Metro, in academic years 2014/2015 taken on the pre-survey on March 10th 2014.

Based on the data pre-survey above, the researcher found that score of students' at eight grade especially D class of Junior High School TMI Roudhotul Qur'an Metro are categorized into low category. It can be seen in from score of the 26 students, only 6 students or 23.07% will be able to achieve standard competence. Observing the student learning results above, it

can be considered that the student can't understand well and can't explain again and to apply from what students read.

The present study will be focus on the: "Improving the student's reading comprehension on descriptive text through scanning technique of The Eight Grade at Junior High School TMI Roudhotul Quran Metro."

B. Problem Identification

In line with the background of the study, the researcher would like to identify the problem as follow:

1. The students can't understand well and explain again from what students read.
2. The students can't apply from what students read.
3. The students can't identify information what students read.
4. The students have low motivation in reading.

C. Problem Limitation

In line with the problems limitation above, the researcher focuses on the scanning technique can improve the students' reading comprehension of descriptive text at eight grades Junior High School TMI Roudhotul Qur'an Metro.

D. Problem Formulation

Based on the problem limitation above, the researcher formulates the problem as follow:

"Can scanning technique improve the students reading comprehension of descriptive text at Junior High School TMI Roudhotul Qur'an Metro?"

E. Objective and Benefits of the Study

1. Objective of the Study

This research has some objective as to know whether the scanning technique could significantly improve the student's reading comprehension on descriptive text.

2. Benefits of the Study

The result of this study is expected to provide benefits to the users of this research information. The benefits of this study are:

a. For the Student

The researcher, hope that the scanning technique will be able to make the students active in the teaching learning process, enjoy and interest in the subject when the teacher applies the scanning technique.

b. For the Teacher

This technique can solve the problems that found by the teacher in reading. And it can be one of alternative for the teacher in teaching reading.

c. For the Headmaster

To give information for the headmaster especially in Junior High School TMI Roudhotul Qur'an make or design of curriculum that scanning technique can be one of technique to improve the students' English ability.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Description

1. The Concept of Reading

1) Definition of Reading

There are so many experts that have different definitions for reading, but here the researcher will take several definitions according to the experts as follows:

Albert Josiah Harris argued that reading is a result of the interaction between: the perception of graphic symbols that represent language and the reader's language skill, cognitive skills, and knowledge of the word.[1] It means that reading is the process of mastering the content from the text which related with one's knowledge.

In addition Caroline T Linse State that reading is a set of skill that involves making sense and deriving from the printed word.[2] In order to read, must be able to decode (should out) the pointed words and also comprehend what we read.

Moreover, Aebersold and field define reading as "what happens when people look at a text and assign meaning to the written symbols

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[1] Albert Joisiah Harris, *How to Increase Reading Ability*, (United State of America : The Alpine Press, 1984), p. 12

[2] Caroline T. Linse, *Practical English Language Teaching*, Young Learners, (New York : Mc. Graw Hill Compaines, inc. 2005), p. 69

in the text".[3] It means that when reading a text, the reader fine the meaning that will help him in learning something.

Based on the quotations above, it can be inferred that reading is a complex activity process which is very important involving the language and thought in order to get meaningful massage, science or information sent by the researcher through printed language such as graphic symbols, written verbal symbols.

2) The models of Reading

There are three models of reading as follows:

1) Top-down Models

Top-down model is a reading model which argues that readers bring prior knowledge and experience to the text and that they continue to read as long as text confirms their expectation.[4]

2) Bottom-up Model

Bottom-up model is a reading model which suggests that a reader reads the words, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text, meaning depends both on vocabulary and syntax.[5]

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[3] Thomas S.C. Farrel, *Planning Lesson for a Reading Class*, (Singapore : Seamoe Regional Language Center, 2002), p. 11

[4] *Ibid*., p. 2

[5] *Ibid*

3) Interactive models

Interactive models are a reading which argues that both top-down and bottom-up reading processes occur when person reads a text.[6] It means combination between bottom-up and top-down process.

It can be models of reading above is used by reader when they trying to understand the meaning of reading text, they use their previous knowledge and experiences of the topic when are trying to understand the meaning of a passage.

3) Type of Reading

There are four types of reading as follows:

1) Descriptive

Descriptive help the reader, through his/her imagination, to visualize a scene or person, or to understand a sensation emotion. Moreover in this type the researcher tries his best to picture out an object in order to let his reader acquainted with the object.[7]

2) Argumentative

Argumentative means supporting one side or the order of the controversial topic. This method is to make a general statement and support it or sometimes to lead logically to general conclusion by a series of fact. Therefore this type the researcher usually reveals the truth of new fact or an object, as he also tries to convince his reader

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[6] *Ibid*

[7] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008),. P.110

to believe or disbelieve that truth and in order to take certain of action of action in relation to the truth.[8]

3) Narrative

Narrative is the form of reading use to relate story of act or events. Narrative places occurrences in time and tells what happened according to natural time sequence. In addition, this typically the researcher tries his effort to recount an event in order to enable his/her reader as if can experience it as he or she does.

4) Expository

Expository is used in giving information, making explanation, and interpreting meaning. It includes editorials is essay, informative and instruction material.[9]

4) The Reading Technique

To improving reading comprehension the readers use the following technique for comprehension:

1) The selecting technique

The reader chose a reading material and reading passage that relevant or contains what information they want.[10] It means that the readers determine what passage that they should read.

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[8] *Ibid*,. p.147
[9] Saggam Siahaan, *op.cit*,. p.110
[10] Tambupolon, *Kemampuan Membaca*, (Bandung: Ankasa, 1990)., p.49

2) The skipping technique

In the find the passage or passages that relevant. The readers jump over the other passages.[11] It means that the reader jump over the passages that is not important.

3) The skimming technique

Reading is quickly to looking for the main idea of the text.[12] It means that this technique used to get the general information from the text.

4) The scanning technique

Reading is quickly to looking for focus information of the text.[13] It means that this technique used to get the specific information from the text, not only looking for main idea but this technique also looking for the other important information.

2. The Concept of Reading Comprehension

a. The Definition of Comprehension

Comprehension is the power of understanding, an aimed improving testing, ones understanding of a language.[14] Comprehension is also an active process to which the readers bring his or her individual attitude, interest, and expectations. Comprehension is typically measured by requiring students to read a shorts passage and

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[11] *Ibid*
[12] *Ibid*
[13] *ibid*
[14] Harris J, Albert. Erdward R. Supayat, *how to increase reading ability*, (New York & London.1985) p.234

then answer multiple-choice or short-answer question or by using a close task.[15]

Comprehension may be checked by asking the learner to point to something, to do something, to answer the question, or to explain in his own language.

b. The Definition of Reading Comprehension

Reading comprehension refers to the capability of the readers to understand what is being read. Moreover, reading comprehension is an understanding of a written text or extracting the required ideas from it as efficiently as possible. Comprehension is the primary objective of reading process. Comprehension is the process of reading to grasp the meaning of the text includes the vocabulary and the series of words highlighted in the text.

According to Anderson and Pearson (1984) contented that the reader comprehends a text by actively constructing meaning internally from interacting with the materials that are read. The comprehension process involves an understanding of words and how those words are used to create meaning. A large majority of authors on reading comprehension suggest that there are several critical elements: the text, the reader, the interaction between the reader and the text, and the mental state of the reader after the text interaction. Those critical

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[15] Harris, Karen. R and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Gilford. 2007)., p.15

elements are the important elements that are used for consideration of the teacher to establish the students to comprehend in reading.

The students or the reader of a certain text should know and sort every single word in a text which one they get the meaning of that word or they should looking for the meaning that word to understanding the meaning of the whole text. If the students comprehend in reading the text, it means that the student integrates with the text.

As asserted by Van den Broek and Kremer stated that when reading is successful, the result is a coherent and useable mental representation of the text.[16] This representation resembles a network, with nodes and depict individual text elements, (e.g., events, facts, setting) and connections that depict the meaningful relations between the elements. This shows the mental state of a reader following the reading act. In this view understanding a text consists of forming a semantic network of the concepts and the relationship within the text.

The students who said as the successful reader, they can mention the elements of the text such as events, facts, setting or other element which is connected with the whole text. The teacher sometimes gives the students a question related to the element of the text. The teacher will know which student who masters the text well or not from the answers of the questions.

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[16] Van den Broek and Kremer. *Definition of Reading* (2000)., p

Reading comprehension is an important aspect to develop students' ability to read with understanding. Barr, Sadow, and Blachwicz (1990) emphasized that reading is an active process in which readers interact with the text to reconstruct the message of the author or researcher. In sum, Reading comprehension is the reading activity which more thorough to understand the meaning, find the message of the text and reconstruct the idea of the reader. So, in reading process the reader or the students should understand the meaning of language that is used in text in order to they can comprehend to analyze and explain the content of the text by using their own language.

c. Measurement of Reading Comprehension

To know the achievement of reading comprehension should be measured use the assessment of reading. There are many kind of question of reading comprehension they are:

1) Pronominal question, imperatives

The questions require learners to make written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer question.

2) True/false, yes/no, alternatives question, multiple-choice

In these questions the answer is contained within the question or instructions. Multiple-choice questions focus on detail and more general aspect of the text. The correct answer is not always shorter or longer than the distracted.

3) Transfer information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.[17]

d. The Indicators of Reading Comprehension

Teachers can use many types of assessment to measure reading comprehension. These are also the most effective tools for identifying reading deficiencies.

1) Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS assessment measures a variety of reading skills, such as initial sound and phoneme-segmentation fluency. The portion of the test that measures reading comprehension is the retell-fluency section in which the student has to give all the information they can remember about the passage they have just read orally for one minute.

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[17] I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009),. p.77-79

2) Early Reading Diagnostic Assessment (ERDA)

ERDA is another diagnostic-reading test that measures phonemic awareness, vocabulary and comprehension, both oral and silent. This test evaluates early reading skills and can help teachers identify and address the specific learning needs of their.

3) Group Reading Assessment and Diagnostic Evaluation (GRADE)

GRADE measures sentence and passage comprehension. Students have to read sentences with word missing and decide what words would best complete the sentences based on inference and context clues. Students also have to red passage and answer multiple choice questions about text.[18]

Based on the explanation above, it can concluded that reading indicator is to indicate which students are most likely going to be at-risk of failure with skills that are pre-requisite for being successful readers throughout life. While, the assessment test result shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve to the student's reading skills.

3. The Concept of Descriptive Text

a. The Definition of Text

Furlough in Siahaan mentions that "A text has general notion. It can be any existence in any context."[19] Moreover, Hymes in Sanggam

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[18] Lintang Setiono, "Standard Test Reading Comprehension," dalam *http://www.ehow.com*. 17 Desember 2012

[19] Sanggam Siahaan, Op. Cit, p.123

state that social occurrence such as greeting or conversation or quarrel is a text, which can be understood under that social context.[20]

In the view point of discourse analysis, any linguistic units are defined as a text, which is functional in context. A linguistic unit can be a word, or phrase, or a clause, or a sentence, or a paragraph, or a larger unit, which is bigger than a paragraph such as an informal essay, or a formal essay, or a survey research paper, or an argumentative research, or book.[21]

Word is the minimal unit of language which has meaning. Phrase is a group of words without a finite, especially one that forms part of a sentence. Clause is a group of words that includes a subject and a verb, and forms a sentence or part of sentence. Sentence is a series of words, which can be analyzed by the native speakers into two constituents there are noun phrase and verb phrase. Paragraph a section of a piece of writing, usually consisting of several sentences dealing with a single subject. A larger unit is section of a piece of writing which is bigger than paragraph such as informal essay, or formal essay.

It can be inferred that a text is a meaningful linguistic unit can be a word, or phrase, or a clause, or a sentence, or a paragraph, or a larger unit, which is bigger than a paragraph.

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[20] *Ibid*
[21] *Ibid*

1) Text structure

Structurally text has three parts, which are functional in the context of the text as follows:

a) Beginning of the text

Usually this part contains only paragraph. It is technically called as the introductory paragraph.[22] It contents some general statement and thesis statement. General statement and the rest are the supporting sentences which are less than general the topic sentence. Moreover, thesis statement is the most specific statement and functions as concluding sentence of the introductory paragraph.

b) Body of the text

It commonly has several paragraphs. The number of these paragraphs can be as many as it can go in accordance with the characteristic of the main topic and central idea of the text to be elaborate by the researcher. The paragraphs of this part are technically known as the supporting paragraph.[23] Body of the text contents three parts. The first part contents topic sentence which is consist one sentence. The second part contents several sentences, the functions to elaborate, or prove, or disprove, or define the topic sentence. Each of these sentences is known as the major supporting sentence. The last part of paragraph is

[22] *Ibid*, p.125
[23] *Ibid, p.*125

also concluding sentence which functions to complete the paragraph.

c) Ending of the text

It usually contains only one paragraph. This part is also technically known as the concluding paragraph.[24] It contents topic sentence that is followed by supporting sentences, and discussion of the logical division in every supporting sentence.

b. The Definition of Descriptive Text

One of writing styles which can be beneficial for kinds of purpose is description because it has some purpose like, to engage a reader's attention, to create characters, to set a mood or create an atmosphere and to bring writing to life.

A description is also regarded as a text. The object can be concrete and abstract object whose function is to reflect what are illustrated to the readers.[25] Descriptive text is the text which explains the characteristic lists of something. It describes about what a person or a thing look like.

Descriptive is used to describe someone, thing, place, and specific animal. It specifically explains about person, thing, and animal. It provides much information about them clearly, detailed and frequently visualize.[26]

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[24] *Ibid, p.*125
[25] Sanggam Siahaan, *The English Paragraph*, op.cit., p.119
[26] Siti Syifa,"Descriptive Text," dalam *http://www.scribd.com*, 28 Mei 2013

Descriptive function is to describe a particular person, place or thing clearly. It means that you can describe the characteristic of them, like their color, shapes, size, weight, height, density, content and so on.

The aim of descriptive text is to describe a particular person, place or thing. It is applied in all forms of writing to make a clear thinking of a person, place object or event. For instance, that is used to: describe a special place and explain why it is special, describe the most important person in your life and describe the animal's habitat in your report.

Researcher usually uses descriptive writing to help them develop an aspect of their work, for example: to create a particular mood, atmosphere of describe a place so that the reader can produce vivid pictures of characters, place, objects etc.

1) The generic structure of descriptive text

   Descriptive text consists of structure as below:

   a) Identification, introducing subject or something that will be described.

   b) Description, informing the characteristic of subject, e.g.: nature of psychological, attitude, physical feature, quantity and the others.

2) The language feature of descriptive text

   The feature of descriptive text is usually using the topic about the attributes of a thing and using third person pronoun forms, using adjective and classifiers in nominal group, and using simple

present tense for instance, requirements for employment the appearance of a person and the details of a location.

3) Language purpose in descriptive text

   a) To show the readers what someone or something is like, depend on the appropriate vocabulary, adjective and adverb carefully chosen.

   b) Is focused on the aspects that add something to the central aim of the description.

   c) Sensory description about what is heard, seen, smelt, felt and tasted.

   d) Precise use of adjective, similes, metaphors to make image or picture in the mind, example their noses were met with the acrid smell of nothing fleshy.

   e) Strong development of the experience that puts the reader there focuses on key details, powerful verbs and precise noun.

4) Teaching Reading thought Descriptive Text

Eddie C. Kennedy explains that, reading is the ability of an individual to recognize a visual form associate the form with a sound or meaning acquired in the past and the basic of past experience, understand and interpret its meaning. Reading can stimulate the

imagination. With reading you select the cast, set the stage, and direct the action.[27]

There are many types of reading text which are taught in a school. One of the text types thought for junior high school students is a descriptive text. It is presented in the eighth grade. Stanly mention that description presents buildings or cities. Smalley et al states that in this kind of text, the students are required to "list the characteristics of something and usually deals with the physical appearance of the described thing. In other words, a particular person, place or thing is described in details in this composition.

As asserted by Ellis, descriptive text is considered as the simples and easiest writing form compared to narrative, recount, or procedure particularly for the beginning researchers. In additional, Troyka state that it allows students to share interesting impressions of a person, a place, or an object surrounding them.[28]

Based on the above quotation, the researcher can conclude that because the description text is the simplest and easiest writing from the others kind of text, automatically it will be understood easily by the readers. The teacher use the descriptive text material in other the students can be easy in comprehending the text because the descriptive text is only describing the object surrounding them. By reading a

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[27] Ryan Saputra,"Teaching Reading," dalam *http://teachingenglish4all.wordpress.com*. 23 Mei 2011

[28] Aden Admaja,"Descriptive Text", dalam *http://universityofibnkhaldunbogor-indonesia .blogspot.com*, 30 September 2011

PERPUSTAKAAN STAIN JURAI SIWO METRO

description text, readers feel that they see the description just like they see pictures.

4. The Description of Scanning Technique

a. Definition of Scanning Technique

Etymologically, the word "scanning" in Oxford Advanced Learner's Dictionary is derived from the word 'scan' that can be defined as follows:

1) To look at every part carefully, especially because you are looking for a particular thing.

2) To look quickly but not carefully at a document.[29]

Terminologically, there are some experts that have different definitions for scanning, but here the researcher will take several definitions according to the experts as follows: Farrell states that scanning is a reading strategy that involves students reading a text in order to find out specific information.[30] It means that scanning is the ability to find the specific information in reading. Therefore, readers should know what they are looking for.

A Djiwandono state that, scanning is slows a reading period to identification the information meticulously to find what information we are looking for.[31] It means that in the scanning process, the readers allowed to slow a reading period in order they get information by identify

[29] Hornby, As. *Oxford Advanced Learners Dictionary,* (Oxford: Oxford University Express, 2000).,p 1096

[30] Farrel, *Op.Cit.*, p.29

[31] Istiarto Djiwandono, *Strategi Membaca Bahasa Inggris*, (Jakarta: Gramedia Pustaka Utama, 2002)., p.79

the text meticulously. By reading meticulously, readers will be able to find what information they are looking for.

Moreover, Tampubolon state that, scanning is reading quickly and focus to fine the reading passage substance focus information that has chosen, then read the passage meticulously that the information will be find exactly and understanding clearly.[32] Furthermore, Brown state that, scanning is reading quickly to locate specific information or details.[33] It means that, to get information of the text, readers should read a text quickly and focus on the reading passage. When the reader read that passage meticulously, they will find specific information or details clearly.

Wiratno state that, scanning is tried to get special information of the text. Reading sentence by sentence to get what they are looking for.[34] It means that to find or locate the specific information, the readers must read sentence by sentence of the text. Then, they will get the specific information.

Therefore, Mikulecky and Jeffries state that scanning is important to improve the reading comprehension. This technique used to find out some information quickly. Usually we read word by word of the sentences. By exercise to use this technique, a reader can learn reading to understand the text with quickly.

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[32] Tambupolon,*Op.Cit*., p.49

[33] Brown, H Douglas, Teaching by Principles an Interactive Approach to Language Pedagogy(Francisco: San Francisco State University, 2001)., p.327

[34] Tri Wiratno, *Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Gramatika.* (Yogyakarta: Pustaka Pelajar, 2002)., p.164

Based on the quotations above, it can be inferred that scanning is reading technique that used to find specific information of the text meticulously. Sometimes the readers should read quickly or slow their reading period that is depending on the text. If the text is easy, the readers must be not slow their reading period.

b. The Procedure of Scanning

Webster proposes the step in scanning. The First, looking for the numbers, letters, steps, first, second of next which is used by author. Second, looking for the words that have different with the other, such as bold faced, italics, font size, style or color. The last, looking for the key word in the margin, because the author usually put in the margin.[35]

There are three steps that must be passed for the students to use the scanning strategy correctly. The students must read the text meticulously. They should focus on the parts that are present the specific idea such as numbers, letters, steps, first, second, bold faced, italics, or in a different font size. Scanning by following steps correctly then the students will get maximum result.

Moreover, while first looking for the information or answer the questions. The reader can use these steps that proposed by Webster. First, remember what it is you are looking for so you will not be distracted by other pieces of information. Second, anticipate how the information looks, is it identified by numbers, italics, proper nouns,

[35] Haris Wijaya,"Skimming and Scanning," dalam *http://42explore.com/skim.htm*, 1 April 2012

etc. Third, run your eyes over several lines at one time. Then the last, when you find the information you are looking for, focus your eyes and attention there and read the entire sentence. You may also need to read the sentence before and after as well.[36]

By those steps above, the readers just concentrate on the main question or focus information. The readers can find the answer correctly and quickly. So, they must not read all of paragraph, or word by word. The technique that used is scanning.

Scanning is used to identify the specific ideas of a text. When scanning, readers do not to read every single word to get specific ideas of the text. They should know what they are looking for, because this is the main point of the scanning technique.

c. The Step of Scanning

1) Run the eyes to down to find the information.
2) Look the sign: number, spell, the first, second etc.
3) Find out the word that underline, bold or italic.
4) Sometimes the researcher put key word in the first paragraph.[37]

[36] Abdul Aziz,"Speed Reading Techniques: Skimming and Scanning", dalam *http://hubpages.com*. 12 Maret 2013

[37] Imam Cahyono,"Scanning and Skimming," dalam *http://Artikelmembacascanningand skimming.com*. 4 Januari 2012

B. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow:

"The scanning technique can improve students reading comprehension on descriptive text at the eighth of graders Junior High School TMI Roudhoutul Qur'an Metro".

CHAPTER III

RESEARCH METHODOLOGY

A. Setting and Subject of The Study

The setting of this research of eight grade students at Junior High School TMI Roudhotul Qur'an Metro is the located on 16 B Metro.

The subject of the study is 26 students of class VIII. The researcher chooses the students of class VIII after getting information from the teacher that reading comprehension is low. So, the research wants to improve the students reading comprehension on descriptive text through scanning technique. The collaborator of this research is the teacher of English subject; her name is Lena Hendiyana, S.Pd

B. Object of The Study

The object of this study is the students' reading comprehension. The students' reading comprehension as object, the researcher should know how to improve the students' reading comprehension. In this technique, the researcher uses the scanning technique.

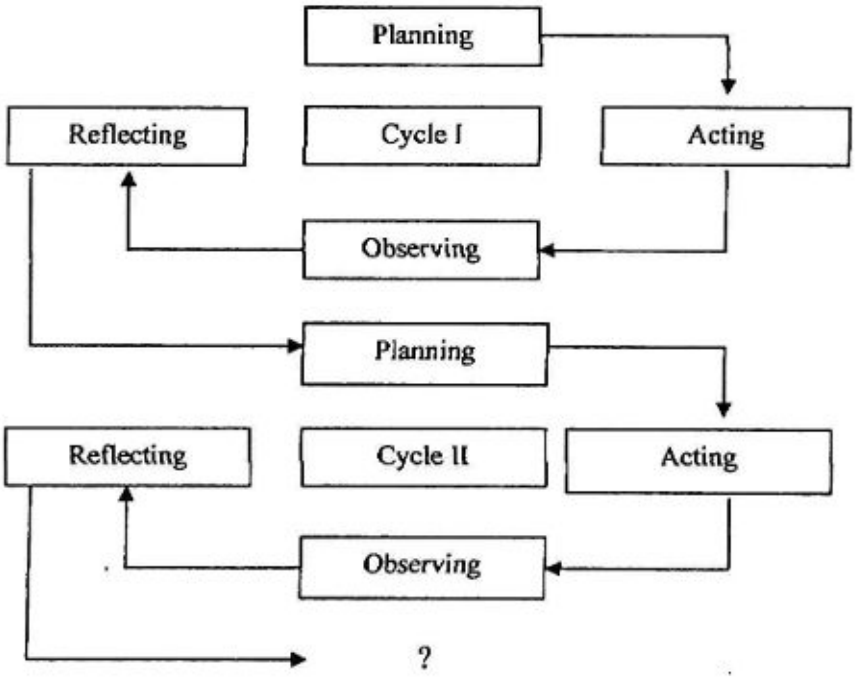
1. Action Plan

According to Suharsimi Arikunto, that action research is a precision about teaching and learning process in actions that is

intentionally done and occurred together in the classroom[38]. Mc Niff said that action research is a name given to particular way of researching us own learning.[39] It means that the teacher gives an action or instruction then the students do it.

In the classroom action research, the researcher would like to conduct the research in two cycles. There is a relationship between one and the others. They are planning, action, observing, and reflecting.

Here is step of classroom action research design:



Picture 1.Sequence of action-Reflection Cycle[40]

Based on the explanation above, it can be inferred that the classroom action research is a dynamic process that has four aspects

[38]Suharsimi Arikunto,*Penelitian Tindakan Kelas*,(Jakarta: Bumi Aksara, 2007), p.3

[39]McNiff, Jean Whitehead, *Action Research: Principles and Practice*,(London and New York, 2002), Second Edition, P. 15

[40] Suharsimi Arikunto, *op.cit.*, p.16

(planning, action, observing and reflecting) in every cycle; it is done the class to improving the quality of learning process.

2. Classroom Action research (CAR) Cycles are:

a. Cycle I

1) Planning

Planning is the first step in each activity, without planning the activity that the researcher does not focus. The steps used by researcher are:

a) The researcher prepared the lesson plan.

b) The researcher prepared the material.

c) The researcher prepared source learning.

d) The researcher prepared observation sheet.

2) Acting

The second steps in the action research are acting. It is the implementation of the planning. In this step the researcher acts as follows:

a) Pre Teaching Activities

(a) The students prayed and greet together.

(b) The researcher and the collaborator checked the attendant list.

(c) The researcher and the collaborator asked the students' condition.

(d) The researcher and the collaborator chose the appropriate with the material going to be taught.

b) While Teaching Process

(a) The researcher and collaborator applied the lesson plan.

(b) The researcher and collaborator explained about English reading and scanning technique.

(c) The researcher and collaborator gave the example descriptive text and identification of the text

(d) The researcher and collaborator gave the example how to learn by scanning technique.

(e) The researcher gave chances to the students to read and share together.

(f) The researcher and collaborator asked the students' difficulties in learning by scanning technique in teaching reading.

(g) The researcher instructed to the students to read text or one of the student to read in front of the class.

(h) The researcher and the collaborator gave the scoring to the students.

c) Post Teaching Activities

(a) The researcher and collaborator summarize the material of learning.

(b) The researcher and collaborator gave motivation to the students.

(c) The researcher and the collaborator closed the meeting.

(d) The researcher and the collaborator greet to the students.

3. Observing

Observing is the activity of recoding the even action. Based on the observation, the researcher can determine whether there is anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher wants. The observation is doing in teaching learning process. In this step, the researcher observes the process of teaching learning by using form of observation.

4. Reflecting

The reflection is the last step in this process. The researcher will try to see and amuse again something that researcher has done. It is also know whether there is effect to the students' learning process. By reflection, the researcher and teacher will know the strength and weakness from action that the researcher and teacher have done. The researcher decides that the next cycle focused on the weakness in preview cycle.

b. Cycle II

1) Planning

Planning is the first step in each activity. Without planning the activity that has not the focus. The steps used by researcher are:

a) The researcher prepared the lesson plan.

b) The researcher prepared the material.

c) The researcher prepared source learning.

d) The researcher prepared observation sheet.

2) Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the researcher acts as follows:

a) Pre Teaching Activities

(a) The students prayed and greet together.

(b) The researcher and the collaborator checked the attendant list.

(c) The researcher and the collaborator asked the students condition.

(d) The researcher and the collaborator chose the appropriate with the material going to be taught.

b) While Teaching Process

(a) The researcher and the collaborator applied the lesson plan.

(b) The researcher and the collaborator gave the example how to teach reading by scanning technique.

(c) The researcher gave chances to the students to read the text.

(d) The researcher asked the students' difficulties in teaching reading in scanning technique.

(e) The researcher instructed the students to open dictionary to find out the meaning of a word and how to pronoun the difficult word.

(f) The researcher and collaborator gave the scoring to the students.

c) Post Teaching Activities

(a) The researcher and the collaborator summarize the material of learning.

(b) The researcher and the collaborator gave motivation to the students.

(c) The researcher and the collaborator closed the meeting.

(d) The researcher and the collaborator greet to the students.

3) Observing

In this step, the researcher observes the process of teaching learning by using format observation to collect the data in action plan II.

4) Reflecting

In this step, the researcher will compare the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

C. Data Collection Technique

To collect the data, the researcher uses the data collection method as follows:

1. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.[41] The material in pre-test and post-test are different but have same difficulties.

The test is divided by two part as follows:

[41] *Ibid*, p.105

a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test was done in the end of meeting in class. This treatment had done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying if the average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the scanning technique whether it is able to improve the students' reading comprehension.

2. Documentation

Documentation as the method which is used to get information from the written source or document (for example: books, magazines, notes, and other) of information[42].

3. Observation

Observation is the election modification, recognition, and coding combination in behavior and organism situation that suitable with empires goals.[43]

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[42] *Ibid.*, p. 119

[43] Edi Kusnadi, *MetodePenelitian.* (Metro:STAIN Metro, 2008),. p. 115

The researcher applies this technique to get the students' activities like students' comprehend in answering the question, students' reading comprehension, students' participant and proclivity of student in learning reading in the class.

4. The Field Note

To collect the data more accurately, the researcher uses field note to make easy when analyze the data. This is to know students activities during teaching process. It is done after finishing of teaching learning process.

D. Data Analysis Method.

The data will be analyzed step by step to take the average score of the pre-test and post-test. To know students achievement after the actions are conducted and given test at the early and the last cycles. The formula to get the average of pre-test and post-test as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Note: $\bar{x}$ = Average score

$\sum x$ = Total number of student's score

N = Total of Students[44]

Furthermore, to know the gain the researcher will compare between pre-test and post-test. Then, the result is matched by Minimum Standard Criteria

[44]Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta: Gajah Mada University Press, 2004), P.64

(MSC) at the school at least 70. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum cycle in classroom action research is two cycles. So, if in cycle II all of the students are successful. It is not continue to other cycle.

E. Indicator of Success

The indicator of success of this study will be emphasized on the reading comprehension process and the result. The students are called success if 80% students get referring to MSC 70. Indicator of the students activity that will be observe that the students can success in reading comprehension especially in scanning technique if they have of criteria as follows:

a. The students can understand well from what students read.
b. The students can explain again from what students read.
c. The students can apply from what students read.
d. The students can identify information what students read.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. The history of Junior High School TMI Roudlotul Qur'an Metro

This research is conducted at Junior High School TMI Roudlotul Qur'an Metro, which is located at Jln. Mukti Praja Mulyojati 16B Metro Lampung, Metro. It has good environment. The environment surrounding is peaceful. It is easy to get the school because there are public transportations and Good Street to be passed. This school was built in 2004/2005. Since it stood until now, it had several headmasters. They were:

1) Dra. Siti Nurjanah in the academic year of 2004-2005
2) M. Komarudin(Plt) in the academic year of 2006-2008
3) Dra. Pf Ellany(Plt) in the academic year of 2008-2009
4) Laila Rismadiati, S.Pd in the academic year of 2009-2010
5) Drs. Supardi in the academic year of 2010 up to now

2. The Condition of Building

Table 2

The date of condition building of Junior High School TMI Roudhotul Qur'an Metro

No	Name of Building	Total of Room
1	The Headmaster Room	1
2	The Vice Headmaster Room	1

3	The Teacher Office Room	1
4	The Class Room	13
5	The Library Room	1
6	The Computer Laboratory Room	1
7	The Biology Laboratory Room	1
8	The Staff Room	1
9	The Counseling Room	1
10	The UKS Room	1
11	Water Closet	4

3. The Teachers and Staffs

Junior High School TMI Roudlotul Qur'an Metro has 34 teachers; three of them are English teachers. The data of the teachers and the staff of Junior High School TMI Roudlotul Qur'an Metro academic year 2014/2015 can be seen through this table as follow:

Table 3

The data of the teachers and the staff of Junior High School TMI Roudlotul Qur'an Metro academic year 2014/2015

No	Name	Occupation
1	Drs. Supardi	Headmaster
2	Saiful Hadi, S.SI	The teacher of Tauhid (PAI)
3	Drs. Sutarno	The teacher of Tauhid (PAI)
4	Laila Rismadiyati	The teacher of Religion
5	Dra. PF Ellany	Conselor
6	Irmi Hasni	The teacher of Mathematics
7	Sukirno	The teacher of Indonesian Language
8	Winda Pratiwi	The teacher of Social
9	Heni Lidiyanti	The teacher of Science(Physics/Chemistry)
10	Jauariyah, S.Kom	The teacher of Computer
11	Restu Kumala Sari, S.Pd	The teacher of Mathematic
12	Milatun Yuniarti, S.Ag	The teacher of Civics
13	M. Komarudin, S.Pd.I	The teacher of Arabic Language
14	M. Iqbal, S.Pd I	The teacher of Arabic Language
15	Samadi, S.Pd	The teacher of Science(Biology)
16	Drs. Sutarno	The teacher of Science(Physics/Chemistry)

17	Saiful hadi	The teacher of Arabic Language
18	Auliarti Rahmawati, SS	The teacher of English Language
19	Dra. Evi Hariyati	The teacher of Lampung Language
20	Budi utomo	The teacher of English Language
21	Mufti Tauladani	The teacher of English Language
22	Ujang Kartono	The teacher of Social
23	Ahmad Sumhadi, S.Pd.I	The teacher of Tilawah
24	Ahmad Qosim	The teacher ofArabic Language
25	Ahmad Fauziyana	The teacher of Kaligrafi
26	Tri Sevira	The teacher of Arabic Language
27	Lena Hendiyana, S.pd	The teacher of English Language
28	Leny Widiastuti, S.Pd.I	The teacher of IndonesiLanguage
29	Anjarwati	The teacher of Arabic Language
30	Deny Endri Saputra	The teacher of sport
31	Abdurrohman	The teacher of Tilawah/tartil
32	Dra, Evi Hariyanti	The teacher of Lampung Language
33	Fahrurozi	The teacher of Kaligrafi
34	Abdulloh	The teacher of Kaligrafi

4. The Condition of Students

Junior High School TMI Roudlotul Qur'an Metro consists of 13 classes from VII to class IX and it can be seen on the table below:

Table 4
The data of students in Junior High School TMI Roudlotul Qur'an Metro Academic Year 2014/2015

No	Grade	∑Classes	∑Students
1	VII	6Classes	182Students
2	VIII	4Classes	122Students
3	IX	3Classes	83 Students
Total		13Classes	387Students

5. The Condition of English Teachers

This school has many compulsory subjects for instance Science, Tauhid, Kaligrafi, Arabic, English, and etc. English is one of compulsory subject in this school, and this lesson has good improvement. This school has three English teachers. They are Mrs. Auliarti Rahmawati, Mrs. Lena

Hendiyana, and Mr.Budi Utomo, they are competent english teachers. Besides having competent English teachers, this school also has good education of English extracurricular. They learn english both written and oral form in this, for instances: speech, debate drama, storytelling, and etc. Many students have followed several english contests and most of them are a winner and runner up in 2006 at Metro city.

B. Research Finding Description

This research used classroom action research; the purpose is to improve the students' activity and the result of the study in Junior High School Metro. It is conducted in two cycles. The researcher used scanning technique to improve the students' reading comprehension of descriptive text. The researcher collaborate its research with english Teacher of eighth grades of students at Junior High School TMI Roudlotul Qur'an Metro, she is Mrs. Lena Hendiyana, S.Pd. Before implementation the treatment the researcher and the collaborator prepared the lesson plan. One cycle in the research accomplish in three meeting (2x35minutes).

This research concerned four steps in every cycle; they were planning, action, observation, and reflection. These were research finding of cycle I and cycle II by every step inside.

1. Cycle I

a. Planning

In this stage the researcher and the collaborator planned to give material about reading. The researcher and the collaborator prepared

several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle I, prepared the media that used in reading, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

b. Action

The action in the cycle I consisted of 3 meeting. The first meeting was used to pre-test. The second and third meeting was used to the action, and the fourth meeting as the last meeting in the cycle I used to post-test. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was conducted on Monday November 17th 2014 for 2x35 minutes. This meeting was used as the pre-test before the students were given action. The collaborator opened the class by greeting, praying, and checking attendance, and asking the students' condition. And then, for 70 minutes gave to researcher completely. The researcher gave pre-test to the students. The kind of test is written in multiple choices, the researcher gives a text and then the students read the text and answer the question.

The pre-test was done for 30 minutes to measure how far the students have mastered the material which have given. The result of pre-test can be seen on table below:

Table 5
The Result of the Students' Score in Pre-Test

No	Students' Code	Score	Target>70
1	AD	60	Failed
2	ALD	60	Failed
3	AW	70	Pass
4	AN	60	Failed
5	BS	70	Pass
6	BL	60	Failed
7	DA	60	Failed
8	FC	60	Failed
9	FA	60	Failed
10	FYA	70	Pass
11	HD	60	Failed
12	HR	50	Failed
13	IV	60	Failed
14	IF	50	Failed
15	KR	70	Pass
16	MR	50	Failed
17	NNU	70	Pass
18	NN	60	Failed
19	NF	70	Pass
20	NS	60	Failed
21	OW	70	Pass
22	PN	60	Failed
23	PR	70	Pass
24	PH	70	Pass
25	RF	60	Failed
26	RS	70	Pass
	Total	**1630**	
	Average	**62.6**	

From the result of pre-test, it can be seen that the score of the students were various. The highest score is 70 and the lowest score is 50. The average score of pre-test is 62.6. From the table 6, we know that there are 16 students who got the score under the target (under the MSC) and 10 students got score above the MSC. So, based on the result of pre-test, it can be seen that the target of teaching based on Minimum Standard Criteria (MSC) has not been achieved yet.

2) The Second Meeting

The second meeting was used as the implementation the action in the cycle I. The second meeting was conducted on Thursday, November 18th 2014 for 2x35 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Before going to the material, the researcher asks the students to mention kinds learning reading. Then the students mention kinds of the learning reading that they know. The researcher writes the kinds of learning reading that was mentioned by the students on the white board. Then, the researchers explain about the material and ask the students to make one example. After that, the researcher gives the example material about reading text. Then, the researcher gives a descriptive text and the students read a text by oral. Many students didn't give attention and there some students chat with other friends. The

researcher explains the material about descriptive text and gives the text that relate with descriptive text. Then the researcher gives the example how to read well and how to compare the text. After that, the researcher gives chance to the students to read a text.

In this stage, the condition of the class was not effective because still there many students who were noisy, students were less active in teaching and learning process. In the end of meeting, the teacher gave motivation to the students and stimulating the students to conclude the material. And then, the researcher greets to closing the meeting.

3) The Third Meeting

The third meeting was conducted on Monday, November 24th 2014 for 2x35 minutes. This meeting used to post-test after the students given action. The meetings start by praying, greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave post-test to the students. The kind of test is reading text, the researcher gave a text related with descriptive text, and then the students practice answer the question the kind of the question is multiple choices. In the post-test 1 only 15 students who got good score, but the result of the students' test was better than the students' test before giving treatment.

Table 6
The Result of the Students' Score in Post-Test 1

No	Students' Code	Score	Target>70
1	AD	60	Failed
2	ALD	70	Pass
3	AW	70	Pass
4	AN	70	Pass
5	BS	70	Pass
6	BL	70	Pass
7	DA	60	Failed
8	FC	70	Pass
9	FA	60	Failed
10	FYA	70	Pass
11	HD	70	Pass
12	HR	60	Failed
13	IV	70	Pass
14	IF	60	Failed
15	KR	80	Pass
16	MR	60	Failed
17	NNU	80	Pass
18	NN	60	Failed
19	NF	80	Pass
20	NS	60	Failed
21	OW	80	Pass
22	PN	60	Failed
23	PR	80	Pass
24	PH	80	Pass
25	RF	60	Failed
26	RS	80	Pass
	Total	**1790**	
	Average	**68,8**	

c. Observation

At this stage the observation was done by the researcher and collaborator during learning process. There were some observations that had been done such as; observation on the students' activities, teacher notes, and observation on the result of the evaluation.

1) Students' Activities

In observing, the researcher presented in one meeting in cycle I of learning reading by scanning technique. In this meeting the researcher gave the material to the students but the students still have difficulties in learning English reading.

The observation that was conducted on students' activities are; give an attention to the teachers' explanation 65.3%, understand the material and make the note 61.5%, practice to study by scanning correctly 65.3% and give example of material 57.6%.

2) Teachers' Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used scanning technique. Most of students still seemed confused in the class, and still individually and most of students who difficulty to do the test was given, and most of students are not active in the learning process.

3) Evaluation

Evaluation was given in cycle I are pre-test in beginning of learning and post-test was given at the end of learning. From the result of pre-test that was given the researcher obtained the result: the highest score was 70 and the lowest score was 50. The average at the pre-test was 62.6. Then the result of post-test 1 that was given the researcher obtained the result: the highest score was 80

and the lowest score was 60. The average score of post-test 1 was 68.8.

d. Reflection

Based on the result of the first meeting, the researcher analyzes the difficult in reading learning process. In the second meeting, the students got many difficulties to study together especially in English reading lesson, because the researcher doesn't explain and gave the example how to comprehend the text well and correctly study, and the researcher doesn't use scanning technique well. So, the students' difficult to read the text and still more individual. In this meeting, there are many students felt bored in the class because the reading material not enough interested.

With the end of cycle I, the researcher and collaborator do the reflection together. Based on the data entered the reflection in cycle I was still found in the deficiencies that occurred in the cycle I. As for deficiencies in the first cycle, there are; when explaining the material the researcher less attention to the students, so that still there students who are noisy and some students got failure in the test of cycle I.

The reflection result can be inferred that:

1) The researcher should be more assertive and paying more attention in order that the students can pay attention to the teacher when explaining the material.

2) The researcher should in around to monitor the students one by one.

3) The researcher should give more attention to the students who are responsive.

2. Cycle II

Because the action was not success, in order that in the stage need to be held the cycle II again to repair the weakness in the cycle I. The step of cycle II as follow:

a. Planning

Based on the observation and reflection in cycle I, it showed failure. So, we try to received it and arrange the planning for cycle I. In this meeting the researcher and collaborator would gave the reading material more interested than in cycle I. The researcher prepared the lesson plan, prepared the material, prepared the media that used in English reading, made observation sheet of the students' activity 2, identified the problems and found the cause of problems and try to overcome the problems. The researcher planned to give evaluation to measure the level of reading comprehension that they have been master.

b. Action

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was done on Thursday, November 25th 2014 for 2x35 minutes. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. In this meeting, the researcher gave scanning technique and reading material more interested in teaching and learning process. While teaching and learning process using scanning technique well and reading material more interested in the class to be more enthusiastic, interest, and the students gave full attention to the teacher, so, it can make the students interest in learning English, especially in English reading about Descriptive text.

After that, the researcher was explaining the material more clearly than before, and the researcher gave the example how to read well and read English text correctly. The next stage, the researcher gave the reading material more interested to the students, and then the researcher gave the chance to the student's to present the material or text in front of the class. It made the students more active and interest. Most of students could read English text well and correctly.

In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

2) The Second Meeting

The second meeting was conducted on Monday, December 1st 2014. This meeting used to post-test 2 in the end of cycle II for 2x35 minutes. The researcher gave post-test to the students. In this meeting, most of the students could practice how to comprehend English text well. It can be seen from the result of post-test II. There are of students got score above the MSC (Minimum Standard Criteria). The result of the students' score in post-test 2 can be seen in the following table:

Table 7
The Result of the Students' Score in Post-Test 2

No	Students' Code	Score	Target>70
1	AD	90	Pass
2	ALD	80	Pass
3	AW	90	Pass
4	AN	80	Pass
5	BS	70	Pass
6	BL	80	Pass
7	DA	90	Pass
8	FC	80	Pass
9	FA	90	Pass
10	FYA	70	Pass
11	HD	80	Pass
12	HR	70	Pass
13	IV	80	Pass
14	IF	70	Pass
15	KR	90	Pass
16	MR	70	Pass
17	NNU	90	Pass
18	NN	90	Pass
19	NF	90	Pass
20	NS	90	Pass
21	OW	90	Pass

22	PN	90	Pass
23	PR	90	Pass
24	PH	90	Pass
25	RF	90	Pass
26	RS	90	Pass
	Total	**2160**	
	Average	**83**	

c. Observation

At this stage, the observation was done by the researcher and collaborator during learning process. There were some observations that had been done such as: observations on the students' activities, teachers' note, and observation on the result of the evaluation.

1) Students' Activities

Observation was done on the cycle II was similar to the observation of the cycle I. From the observation of the students' activities on cycle II, can be seen that gave an attention to the teachers' explanation 88.4 %, understand the material and make the note 84.6 %, give example of material 92.3 %, and practice to read and comprehend the text by scanning technique 88.4 % from all students.

2) Teachers' Note

From the observation on cycle II, most of the students were interested in following the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

3) Evaluation

Evaluation was given on cycle II was post-test 2 was given at the end of learning. The result of test, the highest score was 90 and the lowest score was 70. The average score of post-test 2 is 83.

d. Reflection

With the end of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher. From the test result, it can be said that the teaching learning process was successful, because the students who got score under the minimum standard criteria only 3 students. It means that the teaching learning process using scanning technique as a technique have positive effect and the technique can increase the students' reading comprehension.

C. Discussions

Scanning technique would be easier to teach when supported with the technique, because the lesson will take more concrete for students and the students' have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning reading. They were enthusiastic the learning process.

The researcher assumes that teaching by scanning technique can improve the students' reading comprehension. By scanning the students learn

English reading easier because the students could fine specific information quickly. So, it has proved that scanning be one the interesting technique in learning English reading, especially for the students' at the eighth grade of Junior High School TMI Roudlotul Qur'an Metro.

1. The Result Observation of Students' Activities

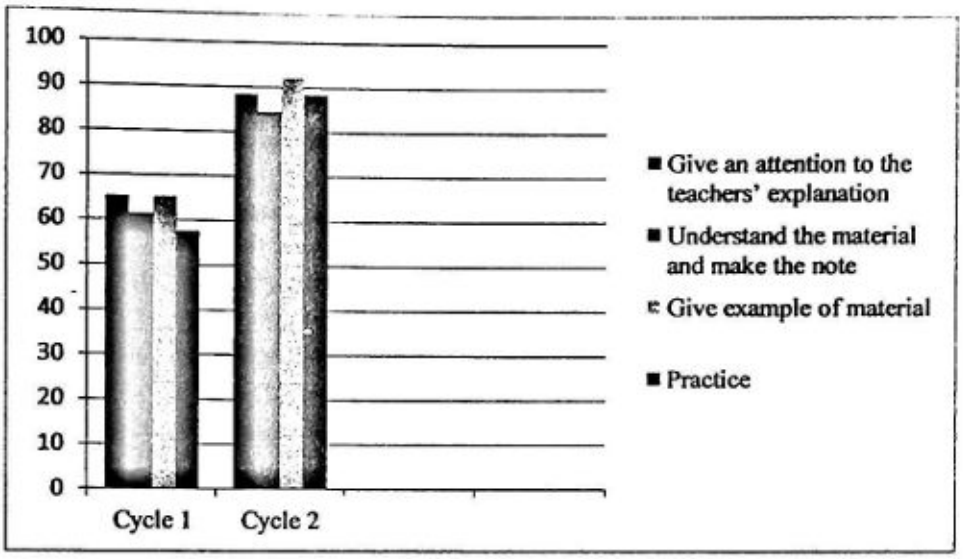
This observation result was gotten when the learning process happened by collaborator. The result of the students' learning activity observation can be seen in the table below:

Table 8
Result of Students' Activities

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Give an attention to the teachers' explanation	17	65.3 %	23	88.4 %	23.1 %
2	Understand the material and make the note	16	61.5 %	22	84.6 %	23.1 %
3	Give example of material	17	65.3%	24	92.3 %	27 %
4	Practice	15	57.6 %	23	88.4%	30.8 %

It showed in every cycle the students' can improve their reading comprehension of descriptive text and also their activity. And in the other hand, it means that the students' activities support the students' learning process.

Chart 1
The Result of Students' Activities



Based on the table and the chart above, from the cycle I to the cycle II have progress average score in every aspect of students' activities. There is increasing about 23.1 point in the activity student give an attention to the teacher explanation, from the cycle I to the cycle II have progress average score from 65.3 to 88.4. Then from the cycle I to the cycle II in the activity student understand the material and make the note have progress average score from 61.5 to 84.6, there is increasing 23.1 Then there is increasing about 27 point in the activity student give example of material, from the cycle I to the cycle II have progress average score from 65.3 to 92.3. And also in the activity student do practice to learn correctly from cycle I to the cycle II have progress average score from 57.6to 88.4, there is increasing 30.8 point.

Based on the above discussion, it can be concluded that the use of scanning technique can improve the reading comprehension, of the eight

grades of students at Junior High School TMI Roudlotul Qur'an Metro in the academic year 2014/2015.

2. The Result of Students Learning

a. The Result of the Students Pre-test

The researcher conducted the pre-test to know the students' reading comprehension before implementing the treatment. It was done on Monday, November 17th. From the result of pre-test shown that most of the students difficult for doing the test. Based on the table 5 the students' average were 62.6, it shows that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) 70. In this stage, only 10 students out of 26 students passed of the minimum standard criteria.

b. The Result of the Students Post-test 1

In this research, to know the students' reading comprehension before implementing the treatment the researcher conducted the post-test 1. It was done on Monday, November 24th. Based on the table 6 the students' average was 68.8. It shown that most of the students have not passed yet in achieving the minimum standard criteria 70. In this stage there are 16 students out of 26 students passed of the minimum standard criteria. It can be seen that most of the students failed in achieving material.

c. The Result of the Students Post-test 2

The researcher conducted the post-test 2 to know the students' reading comprehension after implementing the treatment. It was done on Monday, December 1st. Based on the table 7 it can be seen that the students' average was 83. It shown that most of the students have passed in achieving the minimum standard criteria (70). In this stage, 23 students of 26 students passed of the minimum standard criteria. It can be seen that most of the students passed in achieving material.

d. The result of cycle I

The first using of scanning technique, the researcher found that the score of the post-test 1 was better than the pre-test. The score can be seen in the following table:

Table 9

The Result of the Students' Reading Comprehension Score in Pre-Test and Post-Test 1

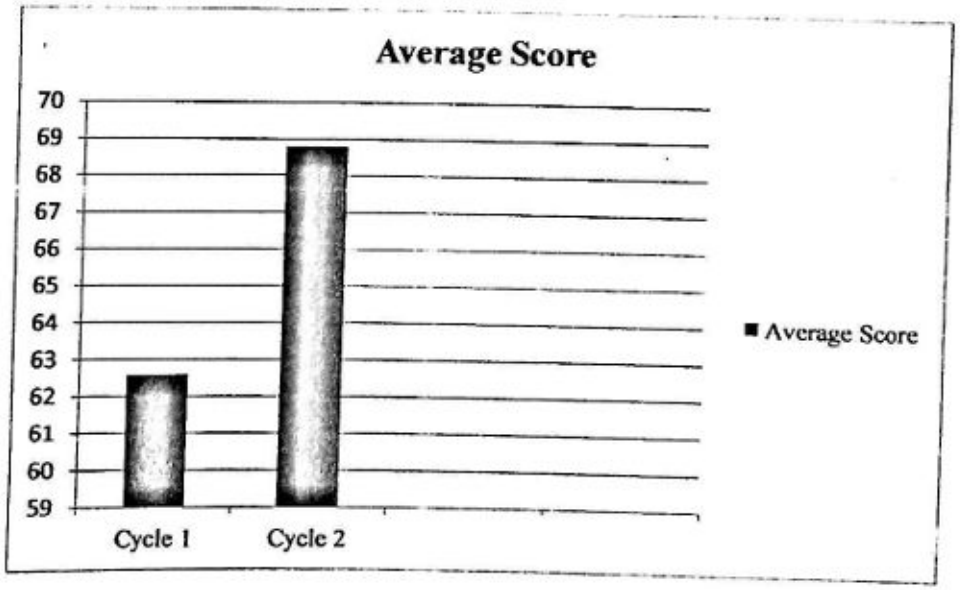
No	Students Code	Pre-Test	Post-Test 1	Increasing Score	Equivalent
1	AD	60	60	0	Constant
2	ALD	60	70	10	Increase
3	AW	70	70	0	Constant
4	AN	60	70	10	Increase
5	BS	70	70	0	Constant
6	BL	60	70	10	Increase
7	DA	60	60	0	Constant
8	FC	60	70	10	Increase
9	FA	60	60	0	Constant
10	FYA	70	70	0	Constant
11	HD	60	70	10	Increase
12	HR	50	60	10	Increase
13	IV	60	70	10	Increase
14	IF	50	60	10	Increase
15	KR	70	80	10	Increase

16	MR	50	60	10	Increase
17	NNU	70	80	10	Increase
18	NN	60	60	0	Constant
19	NF	70	80	10	Increase
20	NS	60	60	0	Constant
21	OW	70	80	10	Increase
22	PN	60	60	0	Constant
23	PR	70	80	10	Increase
24	PH	70	80	10	Increase
25	RF	60	60	0	Constant
26	RS	70	80	10	Increase
Total		**1630**	**1790**	**160**	
Average		**62.6**	**68.8**	**6.1**	

From the result of pre-test and post-test, we know that there was an increasing from the result score, and there was students get same score or constant but commonly their comprehension increased. It can be seen from average score in pre-test 62.6 became 68.8 in post-test at cycle I. The following chart presented the improvement of students score:

Chart 2

Chart of the Students' Result in Pre-Test and Post-Test 1



e. The result of cycle II

Significant improvement from post-test 1 up to post-test 2 occurred in the second meeting of using scanning technique. The score of the result can be seen in the table below:

Table 10

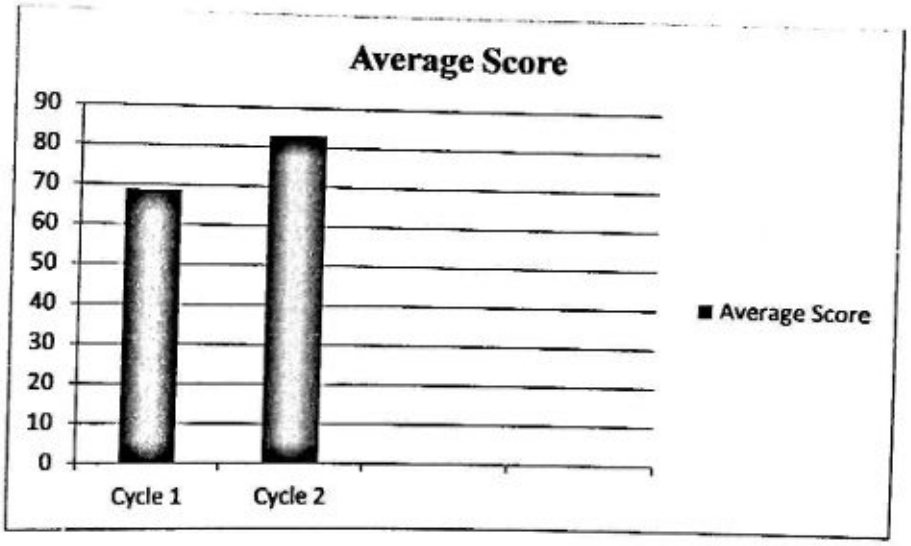
The Result of the Students' Reading Comprehension Score in Post-Test 1 and Post-Test 2

No	Students Code	Post-Test 1	Post-Test 2	Increasing Score	Equivalent
1	AD	60	90	30	Increase
2	ALD	70	80	10	Increase
3	AW	70	90	20	Increase
4	AN	70	80	10	Increase
5	BS	70	70	0	Constant
6	BL	70	80	10	Increase
7	DA	60	90	30	Increase
8	FC	70	80	10	Increase
9	FA	60	90	30	Increase
10	FYA	70	70	0	Constant
11	HD	70	80	10	Increase
12	HR	60	70	10	Increase
13	IV	70	80	10	Increase
14	IF	60	70	10	Increase
15	KR	80	90	10	Increase
16	MR	60	70	10	Increase
17	NNU	80	90	10	Increase
18	NN	60	90	30	Increase
19	NF	80	90	10	Increase
20	NS	60	90	30	Increase
21	OW	80	90	10	Increase
22	PN	60	90	30	Increase
23	PR	80	90	10	Increase
24	PH	80	90	10	Increase
25	RF	60	90	30	Increase
26	RS	80	90	10	Increase
Total		**1790**	**2160**	**390**	
Average		**68.8**	**83**	**15**	

Actually, the result of post-test 1 is good enough. But, the student's score not achieve the target (KKM), after the second treatment, most of them increased. It means that the using of scanning technique can improve the students' reading comprehension of descriptive text. . It can be seen from average score 68.8 in post-test 1 became 83 in post-test 2. The following chart presented the improvement of students score:

Chart 3

Chart of the Students' Result in Post-Test 1 and Post-Test 2



f. Result of the study

The table below will show the recapitulation of the students' improvement in teaching and learning from pre-test, post-test 1, and post-test 2:

Table 11
The Recapitulation of Students' Improvement
In Teaching and Learning

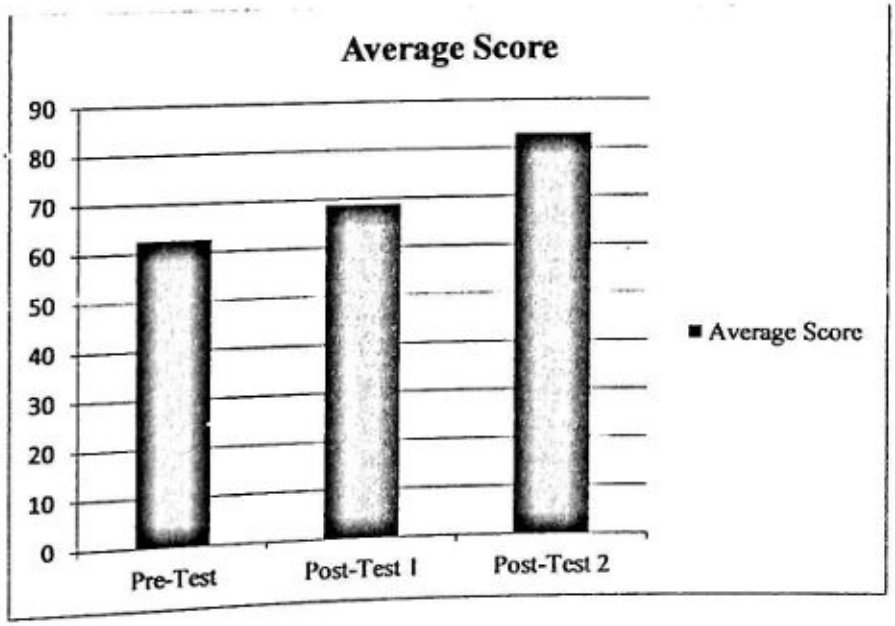
No	Students' Code	Pre-Test	Post-Test 1	Post-Test 2	Equivalent
1	AD	60	60	90	Increase
2	ALD	60	70	80	Increase
3	AW	70	70	90	Increase
4	AN	60	70	80	Increase
5	BS	70	70	70	Increase
6	BL	60	70	80	Increase
7	DA	60	60	90	Increase
8	FC	60	70	80	Increase
9	FA	60	60	90	Increase
10	FYA	70	70	70	Increase
11	HD	60	70	80	Increase
12	HR	50	60	70	Degrees
13	IV	60	70	80	Increase
14	IF	50	60	70	Degrees
15	KR	70	80	90	Increase
16	MR	50	60	70	Degrees
17	NNU	70	80	90	Increase
18	NN	60	60	90	Increase
19	NF	70	80	90	Increase
20	NS	60	60	90	Increase
21	OW	70	80	90	Increase
22	PN	60	60	90	Increase
23	PR	70	80	90	Increase
24	PH	70	80	90	Increase
25	RF	60	60	90	Increase
26	RS	70	80	90	Increase
Total		**1630**	**1790**	**2160**	
Average		**62.6**	**68.8**	**83**	

From the table above, pre-test have done individually. It is aimed to know the comprehension of the students before and having a treatment. From the result of pre-test and post-test in cycle I we know that there was an increasing from the students' result score. It can be

seen from the average 62.6 become 68.8. It's meant the increase of pre-test and post-test was 6.2%.

The result of post-test in cycle I and post-test in cycle II shows that scanning technique has increased the students reading comprehension in English reading. Their average scores increases from 68.8 up to 83. From the table we know that in post-test 2 there are 3 students who got the score below the target or under minimum standard criteria (MSC), and 23 students got score above the minimum standard criteria. It means that the students could achieve the target. The target is 80% students gained scores 70. It means that the students' score could achieve the target. The improvement can be seen in the chart below:

Chart 4
Chart of the Students' Result in Pre-Test, Post-Test 1, And Post-Test 2



Based on the chart above, Based on the table and the graph above, in the cycle I from the pre-test to the post-test has progress average score from 62.6 to 68.8. There is increasing about 6.2 point. Then from the cycle II have progress average score from 68.8 to 83, there is increasing about 14.2 point.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of implementation of learning English reading comprehension through the use of scanning technique in two cycles of the classroom action research, the researcher would like to give the conclusion as follows:

The students' result of pre-test that is lower than the result of post-test. The average score pre-test is 62.6, the average score of post-test in cycle I is 68.8, and the average score of post-test in cycle II is 83. So, there is progress from 62.6 to 68.8 and finally be 83.

The process in English learning scanning technique could help the students at the eighth grades especially D class of Junior High School TMI Roudlotul Qur'an Metro in improving English reading comprehension. It can be seen from the data, such as; there is improving about 23.1 point in the activity student give an attention to the teacher explanation, from the cycle I to the cycle II have progress average score from 65.3 % to 88.4 %.

Then from the cycle I to the cycle II in the activity student understand the material and make the note have progress average score from 61.5 % to 84.6 %, there is increasing 23.1 point. Then there is improving about 23.1 point in the activity student give example of material, from the cycle I to the cycle II have progress average score from 61.5 % to 84.6 %. And also in the

activity student do practices to make example of material from cycle I to the cycle II have progress average score from 65.3 % to 92.3 %, there is improving 27 point. The students' motivation in English learning process is also improved. The students felt easy and enjoy in understanding the material that was given.

Scanning can be chosen as the aid to teach English reading. This can be concluded from the students' learning result in every cycle. The result of post-test in cycle I and post-test in cycle II shows that scanning technique has improved the students' English reading in learning. Their average scores increases from 68.8 up to 83. It means that the students could achieve the target. The target is 80% students gained scores 70. It means that the students' score could achieve the target and also mean that use scanning in teaching reading can increase the reading comprehension.

B. Suggestion

Based on the result of the research and the conclusions stated previously, the researcher proposes some suggestions as follow:

1. For the students

This technique can improve their motivation in english learning, especially in english reading comprehension. The students are suggested to learn english reading comprehension by scanning technique.

2. For English Teacher

The english teacher can use scanning technique in english learning in the classroom, because this technique is very effective to improve the students' reading comprehension and the teacher can give more motivation to the students to be more active in teaching and learning process.

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CURRICULUM VITAE



Asih Fitri Khusna Sary was born on March 31th, 1993 in a little village namely Pujorahayu, Belitang, OKU Timur, South Sumatra. She is the second child of one older brother and one younger brother from a good couple Mr. Saryono and Mrs. Siti Rukoyah.

She began her study from TK AB in 1997-1998. Then, she continued her elementary school in SD N 253 Pujorahayu, South Sumatra in 1998-2004. In the period of 2004-2007, she studied in SMPN 1 Gumawang, Belitang, OKU Timur, Sum-sel. After graduating, she decided to study in MAN Gumawang, OKU Timur and finished in 2010. Then, she enrolled to English Department of STAIN Jurai Siwo Metro up to now.

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