CHAPTER I

INTRODUCTION

This chapter presents the discussion of some aspects underlining the topics of the research. It covers background of the study, statement of problems, objectives of the study, research hypothesis, assumption, scope of the study, uses of research and key terms. These are presented in the following section successively.

1.1 Background of research

Reading is a social act of communication between author and reader through a written text. Particularly reading is an essential talent in this information age. Reading effectively includes understanding of the main ideas and specific, as well. Quoting Richard C. Anderson (1992), RC identified reading as a constructive process in which the reader constructs meaning from the printed page through the process of standing in relation to the print with previous knowledge and information from the text. Apart from that, National Reading Panel (2000) defines reading comprehension as the reader's ability to relate and integrate information from written text. This is a description which focuses on comprehension and the use of text-based information.

The reading strategy that is appropriate for the purpose of recognizing details in terms of answering these questions would be scanning. Scanning involves a process of finding information based on needs. Therefore, there is no need to read every word or every sentence in the text. It needs quick reading for specific information for scanning involves selection of information in the text. Efficient scanning, according to Atkinson and Longman (2006:196), requires four steps they are Examining the text organization, which will help readers spot relevant points and limit the scope of the search for information, raising questions from which a particular answer is expected to be found, reading quickly and looking for cohesive clues, and verifying the answer.

In a broader perspective, Wiener and Bazerman (1988:107- 108) offer five points that a reader needs to perform to successfully identify major details as contrasted to minor details of a reading text they are, rephrasing the main idea, searching relevant information that relates the main idea, skipping (or reading) information that is not directly related to the main idea,

searching for cohesive devices that indicate transitions of information, marking the main idea once identified.

Reading is clear that grammatical competence, expressed in the description above, is a prerequisite for text critical reading. But this is not enough for a person to be reading in the sense of understanding a written text. Another factor is needed, the world background knowledge factor. This aspect refers to the content and world prior knowledge, or content schemata, that are table stakes when readers approach the text. Simply put, this is the reader's familiarity with the subject matter of a written text.

In a way, world background knowledge is linked to a topic under discussion. But, what is that called topic. A topic is a subject that something dealt with in a text or in discussion'. A topic then implies a general understanding about something. This follows then that knowledge about a topic also entails a series of processes, among other things, of recognizing the component of individual details of the topic, identifying the meaningful relationship of each detail, and synthesizing details in a meaningful connections. Since topics are naturally dependent on context, or exactly social context, topics will determine registers specific to that particular social context. For example, social context may include home, school, work, community, and many other types of context.

In short, reading comprehension is a crucial skill for students, particularly at the high school level, as it not only aids in academic achievement but also fosters lifelong learning. At the tenth grade level in MAN Lumajang, many students face challenges in understanding texts, which affects their overall academic performance. One effective strategy to improve reading comprehension is the scanning technique. Scanning involves quickly searching for specific information within a text, allowing readers to locate key details without needing to read every word. This technique can enhance a student's ability to efficiently find answers to questions or identify relevant information, which is particularly helpful in both academic and real-world contexts. By applying scanning, students can develop the ability to focus on important sections of texts, reduce cognitive overload, and improve their overall comprehension.

Scanning on the other hand is a reading method which is used to look at parts of the text or material to find certain information by moving the eyes quickly across the text and focusing them directly on what we are looking for, e.g. when we want to find names, dates, numbers, certain sections or words. It is a useful technique for many purposes such as: Finding the

information that you need in articles, books and the internet or rapidly getting the answers on the exams and locating the concepts on textbooks. See also Brown (2000) Scanning is a fast way of Aquila finding specific information and facts within a text. Or to say it differently, students will read in order to get the crucial information fast, this is skills is off waste of time and might also help students being new vocabulary they didn't know.

Research in the past has demonstrated that scanning facilities help in reading and memory of students. It makes them active and purposive readers empowering them to feel confident to cope with many different types of reading activities. Nevertheless, even though scanning is considered to be advantageous, little is known about the effect of scanning to the reading comprehension in certain educational level, i.e. the tenth grade at MAN Lumajang.

So, no doubt students need to understand a reading texts from their teacher. "Goodman, quoted in Diaz, S & Laguado, J states that reading is a process of receptive language. Reading is always used in daily lives as we know. There are various types of written text including newspapers, novels, and academic books. People can get much information, knowledge from the reading in the text. As such, the readers will derive enormous benefits if they can read the text in any form. All those missions require sufficient reading skills.

At the same time the definition of the reading on the scanning technique is a way to search for the biggest amount of the information in a shortest time. Indriani (2016) refers to a Scanning of text is a method of reading that is employed in an attempt to find information over and beyond the text by deliberately not focusing on certain information. Moreover, the learning process of scanning technique which consists of the following steps they are, Pay attention on letters and number in the reading Pay attention on writing on italics/bold Write various techniques followed by researchers Pay attention to keywords limited paragraph. Gebhard (1996, p.202) stated that scanning techniques are hoped to help students to comprehend the reading, because scanning is a technique to get specific information quickly without reading the whole text. Based on the explanation above skimming and scanning techniques are important in reading. It is important to know the effectiveness of scanning techniques.

Similarly, scanning as a strategy, that is, the idea of reading rapidly and searching for information from a variety of texts is recognizable as appropriate for use across genres. During the teaching learning process, teacher established students' skill in reading by employing scanning technique. The teacher provides students with the times so that have to check what the

information is about using the text rapidly without having to read the full text. In short, a reading process with scanning technique also able to make the readers become flexible to read a text. Good readers are active readers that have to be active in recognizing what information they are looking for in their text without having to actually read the entire amount.

Scanning is the technique in teaching reading comprehension. Harmer (2001: 202) claimed that scanning is the strategy to locate information instantly in the text which does not require comprehension of what the whole text is about (Brown, 2001). Both of the techniques assist the students in reading in a close, focused manner, and helps to make their reading more efficient. That's why scanning is an efficiency reading such as when we are looking the germ of the text and certain information about it. Skimming-scanning is a way to read faster. This plan works because it is designed to skim for quick ideas and details of the text. Also, Maxwell (1970) defined scanning as the actuality of being able to locate certain bits of information and details rapidly. Scanning is a desirable reading skill and is taught in the majority of developmental reading classes as it enables students to find things rapidly and effectively.

Students may increase their reading speed by using scanning methods that are effective at promoting active learning and teaching and learning process motivation. Students with a different background who are inactive in learning English, particularly in reading, struggle to comprehend the meaning of reading texts due to their limited vocabulary and the time it takes them to read everything. For this reason, despite its slowness, scanning techniques help students develop their English language skills in comprehending text-intensive attention, which leads to a growing passion for reading.

Students may be asked to list a specified number of supporting facts, identify the definition of a core idea, or seek for dates or names in scanning practice. The goal of scanning is to find particular information without reading the entire document. Scanning is really necessary for academic English. When working with genres like schedules, manuals, or forms in general or professional English, scanning is crucial.

Known as scanning are reading methods involving rapid eye movements and keywords used to swiftly scan text; each approach has a little different goal. Scanning helps readers to find particular facts. This study examined the existing literature extensively using a systematic approach. The findings pointed to reading by means of simple Students can improve their reading comprehension by using scanning techniques. Looking at Indonesian students, the

scanning turned out to have a good effect on their reading comprehension, especially in the domains of reading speed and reading development. Following the aforementioned ideas, the researcher wants to conduct a study called The effect of applying scanning technique to enhance reading comprehension in tenth grade. Using scanning techniques, reading exercises can be made more time efficient.

1.2 Statement of Problem

This chapter, the research formulate the things that we can the main problems in this study, the formulation of the problem are as follow :

- Is there any significant difference in reading comprehension between students who are taught by using scanning technique and those who are not taught by using scanning technique at tenth grade ?

1.3 Objective of the research

Concerning with the problem statement above, the aim of the research is :

- To investigate the significant difference between students who are taught by using scanning technique and students who are not taught by using scanning technique on their reading comprehension at tenth grade.

1.4 Hypothesis

According to Gabhard (1996, p.202) stated that scanning technique are hope to help students to comprehend the reading, because scanning is a technique to get specific information quickly without reading the whole text. From the related theory and the rationale, the hypothesis of the research can be formulated as follows:

There is an effect of applying scanning technique to improve reding comprehension than not applying scanning technique . The are to hypotheses of this research:

1. Alternative Hypothesis (Ha): There is a significant difference in reading comprehension between students who are taught by using scanning technique and those who are not taught by using scanning technique at tenth grade .
2. Null Hypothesis (H0): There is no significant difference in reading comprehension between students who are taught by using scanning technique and those who are not taught by using scanning technique at tenth grade.

1.5 Assumption

This aspect of improvement reading comprehension will be effected by applying scanning technique.

1.6 Scope of the research

This research is focused on the effect of applying scanning technique to improve reading comprehension at tenth grade . The research is a conducted in the first grade of MAN LUMAJANG.

1.7 Significances of the research

Almost, this study's outcome is anticipated to be beneficial for the other researchers as a reference to expand the research on scanning method, particularly in reading comprehension. Rising is a very significant factor to take into account as it is the benchmark for individuals who want to carry out additional study on the impact of using scanning method to help reading comprehension.

Practically speaking, the outcome of this study is expected to be helpful for English teachers as input to improve the standard of teaching English language, particularly in the instruction of reading. Rising the teachers' performance to teach the English language is actually a crucial factor in the process of teaching and learning operating well and efficiently.

Moreover, it is anticipated that the outcome of this study will benefit the students. Exploring the impact of using scanning technique to raise reading comprehension at tent level enables students to investigate their scanning ability on reading comprehension and so actively engage in the teaching and learning process.

1.8 Key terms

It is necessary to define the key terms used in the title in order to avoid misunderstanding between the researcher and the readers. These definitions of key terms are expected to give clear illustration about the research.

Scanning technique is the process of rapidly reviewing or examining information, data, or a material to locate specific details or to identify patterns, key elements, or relevant sections. It

is often done with the goal of gaining a general understanding or finding particular information quickly, without the need for a thorough, in-depth analysis. This technique is commonly used in various fields like reading, research, and data analysis.

Reading comprehension is the capacity to comperhend, recognize, and analyze words or phrases and grasp the information included in the text. One could understand a written linguistic message by means of a cognitive process to analyze and grab the meaning of handwritten or printed symbols, words, or sentences.

CHAPTER II

LITERATURE REVIEW

This chapter consist of the theory discussion that is used as the tested thing in the research. Theoretical discussion will depend the knowledge of researcher to the study problem that will be revolve base on research objective.

2.1 Definition of key terms

Reading is fundamentally a method of communication between authors and readers that is facilitated by a written material. The writer, the writing, and the reader are essentially three components in a reading event. The act of reading communication is straightforward: A writer has ideas or thoughts to convey, then in the form of written text, that is passed along. The reader then reads the text, which has messages from the author. Usually referred to as reading is the process of revealing the writer's messages in the written work. One glance at such a procedure reveals it is straightforward. Even though it is often thought that reading is merely a passive skill. Actually reading, however, is more than simple passive ability; it calls for very complex procedures. Reading is thus comprehending as well. Thus, a foreign language learner who says, 'I can read the words but I do not know what they mean' is not reading in this sense. He or she is only decoding—converting written symbols into matching noises (Penny Ur, 1996:138). Wolfe & Nevills (2004:9) assert along these lines that reading consists mostly of two fundamental activities: decoding and understanding. Although they both contribute to literacy, these two mechanisms run autonomously of one another. Decoding is about connecting letter presuppositions to the relevant speech units they signify so as to understand print. Higher order cognitive and linguistic reasoning is involved in comprehension; including intelligence, vocabulary, and syntax enable youngsters to derive meaning from what they read.

Reading as a cognitive process is also defined by Gough, Hoover, and Peterson, 1996. While the eyes help the brain to transmit data about print, the true activity of reading is done by the brain. Reading, the mental process we know, includes two components: word recognition and understanding. Reading is the ability to understand their whole significance by identifying printed words. Reading is not one without the other. He has failed to read when a student understands nothing about the overall meaning of the terms of a sentence printed but can properly pronounce them. Likewise, if an adult tells a young youngster a narrative and the kid

gets the collective meaning of the words spoken to him, we can say he has conducted a kind of understanding yet fell short of reading.

The ideal definition of what occurs when we read is an interactive model. Second language readers do several top down things when they read (anticipate what is coming next in the text, draw on their previous experience) and they do several bottom up tasks (decode unfamiliar vocabulary, wrestle with subpar print quality, question regarding a part of speech of a particular word) and so on. With the emergence of schema theory, greater emphasis has been placed on the value of prior student experience and on topdown approaches. Less confirming through the text is needed the better the reader can correctly predict (Carrell, 1989, p. 74). Drawing on information and abilities with graph phonemic, syntactic, and semantic language system, the reader certainly must use bottom up methods. Schema theorists, however, believe that readers do not pay attention to these hints but rather employ them to predict meaning and to verify their forecasts. Readers verify predictions by connecting what they are reading to prior events and language understanding. Top down and bottom up text analysis both ought to happen at all levels at the same time; both should operate interactively. This is a critical feature. According to Hee and Zhao (2007:31), a number of recent studies indicate that such a binary distinction is overly simplistic. Good readers employ a mix of bottom up and top down techniques, Saricoban (2002) discovered. He says that instructors should start with methods that enable pupils to grasp the target text at a global level when delivering reading education and direction. Then, teachers should next provide teaching and scaffolding designed to assist pupils in grasping the text at paragraph and sentence levels. Drawing on context, readers can decode the smaller units by grasping the definitions of bigger ones. Simultaneously, bottom-up tactics including word identification skills are crucial. These include generating curiosity in the subject, developing and activating prior knowledge, and establishing the reading purpose, all of which call for painstaking teacher preparation. Being careful not to over scaffold the material prior to the actual reading task, the teacher should thoroughly study the text ahead of time to decide how best to prepare the students. Some level of ambiguity will help students to struggle with the text and come to their own conclusions—a key competency emphasized in the Common Core State Standards. Use this time to carefully ready students for the chosen reading so that they may own their reading experience rather than be making meaning for them.

Reading refers to the capacity to grasp or draw significance from written material; reading comprehension The capacity to look at and grasp the significance of printed words is known in a dictionary. Any traditional definition of reading centers on understanding (Brassell & Rasinski, 2009:1)

Reading is an active process by which readers understand, interpret, and react to the text depending on what they already knew, Henning claims (1994:456). Reading calls readers to be actively building meaning from the mark on the paper by drawing on already existing knowledge in their minds.

Reading, according to Boiarsky (1993:53), is a thinking process. Readers use their intellect to generate understanding of the language used by the author in presenting his/her thought in order to grasp a concept they are reading in the text. In essence, the reader decodes language to thought (Goodman as cited in Carrel, 1995:12) while in reading the writer encodes thought as language.

Furthermore defining the skills required to comprehend and use knowledge included in a written material, Olson and Diller (1982:42) note that reading comprehension is a phrase used to identify those talents.

It follows from the above justification that reading is not a passive activity but rather an active one. Reading is an active talent that always entails guessing, predicting, checking, and questioning, according to Grellet (1996:8). Reading is an engaged, even interactive process rather than passive, as Carrel notes (1995:1). Furthermore, Widdowson in Carrel (1993:3) has described reading as interactive process, which involves matching the knowledge the reader brings to a text with the textual material. From this perspective, reading is more than just gathering knowledge from the text. Using the new knowledge in the text, the reader needs to activate a variety of previously acquired knowledge, then refine and expand it. This mean, the readers do not only use their thinking skills in reading activities. Thus, reading is seen as a sort of conversation between the author and the reader.

Reading cannot be divorced from comprehension; hence, Comprehension is crucial during the reading process. The basic goal of reading instruction is comprehension, which is the act of understanding what is read, heard, or observed (Norton, 2007:217). Crawley and Merritt (2004:112) defined the major aim of reading as comprehending the interaction between the writer and the audience the author. As Crawley and Merritt (2004:143) state, "Students become

active readers when they engage in inferential comprehension. The purpose of inferring is to use context clues to crack open vocabulary (Harvey &Goudvis, 2007:139). As readers develop, they learn to use their background knowledge and the clues they find in the text to understand what an unfamiliar word means (Harvey & Goudvis, 2007:139).

Norton (2007:218) states that a reader uses prior knowledge when developing understanding of specific types of texts, events that are described in a text, and clues in a text that help readers create meaning from the text. When the students activated background knowledge, they bring their own experiences, conceptual understandings, attitudes, values, skills, and strategies to a text situation" (Vacca & Vacca, 2002:20). As well as Vacca & Vacca, Nunan (1999:24) points out that integrative language skills are called forth in reading, for besides decoding the written symbols, readers also need to think (predicting. reasoning, confirming, etc.), write (marking between the lines or taking notes), speak and listen (questioning and discussing).

Thus, it can be concluded that reading comprehension deals with the ability of the readers to understand the printed material which is normally said as reading texts. This means that it is important to understand what we have read, recognized the meaning, and extract the content of the text to our mind, then transforming it into the ideas. Reading comprehension requires the readers for comprehension as a skill the reader should achieve to be successful readers.

Dennis (2008) claims that reading comprehension is a complicated process involving interpreting the significance behind printed symbols and recognizing them. Certain elements impact reading comprehension ability. They are complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems. These elements are discussed more thoroughly in the next part. The degree of intricacy of the texts is among the elements affecting students' reading comprehension. Reader strength and language fluency as well as their understanding of its applications and many connotations affect this component. Because students hear words and acquire a lot of vocabulary, oral skills are really important in determining how good a reader is.

Many words aid students in describing the unfamiliar ones by using context opinions (Dennis, 2008). The second element concerns the environmental factors influencing the pupils attempting to read a passage. Compared to those who read in a quiet and regulated setting, readers in an unorganized environment can find much more difficulties to interpret a book. Students struggle to concentrate on their reading if they are in an unstable environment. Their

reading comprehension skills improve better when they are in safe situations. When there are sounds like televisions or radios, readers will lose their attention in deciphering a text (Dennis, 2008).

The third component relates to the anxiety felt during reading comprehension. Examinations, class work, or homework circumstances may add more stress to readers' reading than leisure reading. While some students respond favorably to examinations, others are overcome by the pressure to complete a reading activity. Learners who have this anxiety may not fully comprehend the directions, which can cause misunderstanding and inadequate understanding of the reading assignment (Dennis, 2008).

The fourth component is motivation and interest. Dennis (2008) contends that cultivating reading comprehension ability depends on great interest and motivation in learners. Readers who find the reading dull will struggle with concentrating on their understanding. This might cause readers to have a weaker reading comprehension. Learners can readily grasp and vividly remember the content when it engages them. By giving engaging reading materials during their class time, EFL instructors should inspire their students.

The fifth element has to do with word recognition speed or decoding. Readers with trouble in decoding and word recognition read slowly and have greater difficulty grasping the meaning of passages than those free of decoding issues. Vocabulary affects reading comprehension ability because readers apply decoding skills to comprehend the pronunciation and definition of unfamiliar words. According to the clues of context (Dennis, 2008), those with enough vocabulary can clarify the meaning or reading passages more swiftly than those who should estimate the meaning of unfamiliar words. The last element has to do with medical issues. Hollwll (2013) claims that the medical problem that goes ignored till the child is older may be linked to poor reading comprehension ability.

Reading Habits, reading is one of the most essential skills needed to achieve success in life. Developing good reading habits is important not only for academic achievement, but also for everyday life. The more frequently a person reads, the more new vocabulary they will acquire. Instilling the habit of reading from an early age helps improve concentration and enables them to focus better and for longer periods of time.

According to Garbe (2010), "it's possible to find stable gender differences in the following five reading-specific domains in all reading-and media-usage: Reading quantity and

frequency: girls read more frequently and longer than boys. Reading material and preferences: girls read other books, magazines and electronic texts than boys. Ways and modalities of reading: girls read differently from boys. Reading enjoyment and affection: girls like reading more and receive more satisfaction than boys. Reading achievement: girls perform better in reading than boys, especially when working on demanding tasks." According to Garbe, Holle, and Weinhold (2010), reading becomes a habit when it is practiced consistently, critically, and as a part of daily life, driven by a personal sense of need and enjoyment. Yılmaz (1993) emphasizes that reading is not just a skill but a foundational element for lifelong learning. To truly become a lifelong learner, individuals must engage in reading regularly throughout their lives (Odabaş, Odabaş, & Polat, 2008).

According to Orasamu, as cited in Issa, Aliyu, Akangbe, and Adedeji (2012), *reading habit* refers to the skill of interpreting printed and written texts. Greene (2001) asserts that the development of a reading habit is most effective when instilled during early childhood, particularly during the formative years in school. Once established, this habit tends to persist throughout an individual's life. When children are taught how to read and encouraged to develop a genuine interest in books, they gain the ability to independently explore the vast wealth of human knowledge and experience. Conversely, children who miss the opportunity to engage with books at an early age often face significant challenges in cultivating a strong reading habit later in life. Supporting this view, Issa, Aliyu, Akangbe, and Adedeji (2012) emphasize that reading habit is an intellectual activity that can only be developed if an individual has been consistently exposed to reading practices since childhood.

According to Per Nilsen he explains habit as : Habit is an act, a way of doing, which is repeated and made routine so that it becomes more or less automatic, almost without conscious awareness or intentional control. Benyamin Gardner argues “habit is an abstract theory” in habit theory, albeit that there is no one correct definition. In habit human beings are series of acts, without being interested in why I should have that idea of myself. Wendy Wood, a psychologist, describes habit as undergirded by an integrated association between a cue and a response that is formed in conjunction with goal setting in learning and performance. Habitual way is frequently subconscious and we take no notice of it and therefore it.

The habit of reading is the act of reading being carried out throughout life in a constant, regular and critical manner as a result of it being perceived by the individual as a need and

source of pleasure (Yılmaz, 1993). The habit of reading is the basis of lifelong learning. For the purpose of the individual being someone that learns throughout his/her life, it is necessary for the act of reading to be conducted regularly throughout life (Odabaş, Odabaş & Polat, 2008).

Reading habits, as explained by Orasamu (in Issa, Aliyu, Akangbe, and Adedeji 2012), are the ability to understand written and printed words. Greene (2001) believed that reading habits are best formed at an early age of impressionability in school, but once established, they can last a lifetime. If a child learns to read and instills a love of books, they will discover within themselves the ability to independently discover the wealth of human experience and knowledge. Children deprived of this opportunity find almost impossible ways to achieve good reading habits later in life. According to Issa, Aliyu, Akangbe, and Adedeji (2012), the reading habit is an intellectual activity that is possible only when a person has developed a reading habit and practiced it from childhood. It is repeated through the same repetitive action on a regular basis. In the American Journal of Psychology, a habit is defined as follows: habit defined in this way: A habit, acquired the standpoint of psychology, is more or less fixed way of thinking, willing, or feeling acquired through previous repetition of mental experience.

In gaining an effective reading habit, Julio Cesar summarized six aspect of reading habits. They were reading frequency that was used to measure students reading frequency in their spare time. Books read, the number of many books that the students have read in the last three months was included in the questionnaires. Time Spent on Academic reading, it was considered the time that the students devote their time to read academic book especially for their specialist subject. Time Spent on Non-Academic Reading, it was discussed amount of time that the students used to read non academic book, magazine, such as novel, fiction, romance, horror, etc. Motivation in the family environment, it focuses on the recommended book that purchased by the family based on the interest of the family. Motivation in the academic environment, it is focuses on the frequency of students' reading literature in their school environment based on the teacher report.

The scanning process enables readers to rapidly locate specific parts of information within written texts. The readers employ this strategy to locate specific information through fast reading by searching for keywords and ideas. The majority of readers understand their search parameters so they direct their attention toward locating specific answers.

The teaching method of reading comprehension utilizes Scanning as its strategy. According to Harmer (2001: 202) scanning represents a technique which helps readers obtain fast comprehension of a text's main ideas. The scanning strategy enables readers to locate specific information within a text by disregarding its overall meaning (Brown, 2001). The two strategies assist students to read with greater focus and efficiency. Scanning strategy functions as an accelerated reading technique which enables users to find both ideas and specific details in texts rapidly. The purpose of this strategy is to obtain both general ideas and particular information from the text at high speed. According to Maxwell (1970) scanning enables readers to find particular facts and details rapidly. Most developmental reading courses teach scanning because this skill enables students to find information efficiently and it is considered an important reading ability.

2.2 Advantages and Disadvantages of Scanning Technique

The scanning technique for reading presents both positive aspects and negative aspects. Students can obtain information rapidly through this method while getting exact details directly. Students learn to move their eyes swiftly through texts to find particular information. Students develop their ability to identify clues which help them locate specific details in texts. Students develop both creative and active skills when they ask and answer questions about text-specific information and related clues.

The main disadvantage of scanning involves students reading rapidly while potentially disregarding essential information selection. Students tend to overlook complete information because they focus on basic content during their scanning process.

The scanning method serves as an effective reading approach which students can use. Students develop creative thinking abilities to locate specific text information while remaining active in their search. Students learn to identify specific details while developing their ability to find supporting evidence through clue identification. The scanning technique serves as a motivator which helps students actively locate specific information within their reading materials.

2.3 Teaching Reading by Using Scanning Technique

Classroom reading is aimed at helping students develop in reading scanning technique. They are needed to read more effectively in various types of texts. The researcher administrates a

classroom activity, which is aimed at reading practice focusing on scanning technique. The activity include comprehension questions is used as cues for scanning technique; it is a good idea to do some awareness rising of the various types of reading skills that they use naturally in their mother tongue. The activities are a follows:

1. Doing a short awareness rising session by asking the students how they go about making decision based on schedules, short articles, etc. It means to make the students aware of the purpose of their reading. Focus on whether they read every word and if the read in strict order when making such a decision in their mother tongues.
2. Reminding them that this process is the same in their mother tongue and does not require that they understand every word perfectly.
3. Distributing comprehension questions and the text to the students.
4. Making a special point of asking students to complete the exercise by first reading the question and then scanning for appropriate answer.
5. Asking the students to use the texts to answer the questions. Increase difficulty add timing element (this should help students who insist on understanding every word not to do so).
6. Extend activity by bringing a number of magazines concern with music, entertainment, traveling or similar activity and asking the students to complete a give ask e.g. finding a destination, they would like to visit. Once again asking the student to do the exercise by scanning and not reading each word.

2.4 Procedures of Teaching Reading by Using Scanning Technique

According to Alyousef (2017), the teaching approach for reading involves pre-reading and engaging in discussions about the topic at hand. Requesting their remarks or arguments on the subject. Thus every student can provide the comment about the topic generated. A goal of intended is to link pupils' schemas with the subject of books to be delivered. Through brief articles, ask pupils how they made decisions, thereby carrying out a brief awareness rising session. By concentrating on if they read every it, the pupils became more conscious of the goal of their reading and of the characteristics or text forms they will be reading, Telling them that this procedure is the same as mother tongue and does not need flawless understanding of every word. It was done to introduce the kids to the procedure they often perform in their own

language, Giving the students instructions on how to interpret multiple choice questions then handing out the questions.

Meant to help the pupils identify and grasp which certain details in the papers, by providing the students the texts as the technique of skimming or scanning, the students have their questions or purpose to be answered before they read the texts, Emphasizing the necessity of first reading thequestion then using scanning technique approach to get the right answer.

2.5 Previous studies

Riris nur kholidah rambe in jurnal usia dini (Volume 3 No. 2 Desember 2017) is the study. She investigated how employing the scanning technique affected the reading comprehension of narrative text ten grade students. Students' comprehension skills are improved through the use of the scanning method, as demonstrated by one study. This was evident in the score achieved by the students. At which experimental group's score exceeds that of the control group. This study varies from her work in that it looked at the impact of using scanning technique in reading comprehension at tent grade. Her research relied on narrative text.

The second study by Taufik imam pramono is titled "The Theoretical Aspect of Skimming and Scanning Techniques: Evidence and Implications to Students Com For fifty percent of respondent students, the approach is rather useful. 41. 7% respondent students find benefit in this. 8,3% of the respondent students find it is not useful. This exhibits the reading guidance given to students, who, while not everyone, think that the method will aid in their comprehension of the literature. 2021, JELTL (Journal of English Language Teaching and Linguistics).

Sarah Marinda Dewi is the third study's author. The title is The Application of Scanning Strategy in Teaching Students' Reading Comprehension of Narrative Text. Given the favorable result of this research, the researchers strongly counseled students and instructors or any practitioners to utilize scanning approach frequently on their reading comprehension of narrative text. The importance of scanning strategy showed that it helps to meet the objectives of learning and teaching reading. For other readers or researchers interested in testing scanning approach in several levels of students, such university grades, this might prove to be a useful source. Not just narrative writing, but also various kinds of texts may use it. One solution for raising the standard of students' reading comprehension and ability may come from a scanning strategy.

CHAPTER III

RESEARCH METHOD

This chapter reason applied in this research it covers research design , population and sample, research instrument, data collection , data analysis. They will be presented in the following section respectively.

3.1 Research design

The researcher's approach in this study is based on the quantitative method and quasi-experimental design. The research consists of two types: the experimental group is instructed using conventional method, while control groups are taught using scanning technique. The teacher assigned reading comprehension by reading texts and responding to questions. Evidently, the research conceived is calculated as thus: It might indicate that the researcher found a causal link between independent variable scanning method and dependent variable (reading comprehension). The effect of using scanning technique on the reading comprehension "score of the sample" will be investigated by the researcher in this study.

3.2 Population and Sample of the research

Population in this research is use the student of senior high school at MAN Lumajang who were at grade tenth that will be classified in two classes. each class consist of 38 students. Namely class XG as a Control class and class XH as an experimental class.

3.3 Research schedule

Table 3.3 Research Schedule

No	Date	Time	Activity
1	April 5th 2025	09.00-10.00	Asking permission to the headmaster of MAN Lumajang
2	April 14th 2025	10.00-11.30	Conducting pre-test at X H (experiment class)
3	April 16^{8h} 2025	10.00-11.30	Conducting pre-test at X G (control class)
4	April 21th 2025	08.30-10.00	1st meeting at X H (recount text)
5	April 23th 2025	10.00-11.30	1st meeting at X G (recount text)
6	May 3rd 2025	08.30-10.00	Conducting post-test at X H (experiment class)
7	May 4th 2025	10.00-11.30	Conducting post-test at X G (control class)

3.4 Instrument of the research

The collection of data is carried out by researchers through instruments. The researcher will apply test adapted TOEIC (Reading portion 7) from Estudy website in this study. Test is a collection of questions or tasks given to someone to gauge a sample of behavior. Test, according to Ary et al. (2008:201), is a group of stimuli given to a person in order to elicit responses from which a numeric score could be determined. The scores or outcome of the test reveal data on how well the students have mastered the tested essence. This test is designed to measure the student's performance using Scanning Technique. Multiple choice construction underpins the test. Their success as part of the taught courses determines their comprehension (Nunan, 1991).

The reason why multiple-choice tests are preferred over WH questions is that they are more efficient and effective because reading comprehension is a highly receptive talent. Here the investigator splits the test into pretest and posttest. The tests used in the pretest match those employed in the posttest. But the post test has been set. The test is presented in multiple choice format (a, b, c, and d) modified by TOEIC (reading part 7). If the test can measure precisely what it intends, it is deemed to be valid. Apart from that, Airasian (2000:19) claims that without validity, assessment results won't generate proper decisions. According to (Arikunto, 2006:169), a test is considered to be valid if it may measure what it should. Content validity, criterion-related validity, construct validity, and face validity comprise validity (Brown, 2004:22–27).

3.4.1 Validity

According to Sugiyono (2017: 125), it shows the degree of accuracy between the actual data occurring at the object and the data collected by the researcher. The process of measuring item validity is done by correlating the item score with the total score of all existing items.

According to Ulum Miftachul (2021) Item validation was performed by correlating the score for each item with the total score. Data was tested using SPSS 25 software. The validity of each item was determined by observing the corrected item-

total correlation, which is the correlation between the item score and the total score (r-count).

Next, the item was compared with r-table if:

r-count > r-table, the item is declared valid.

r-count < r-table, the item is declared invalid.

3.4.2 Reliability

Reliability, as employed in research by Fraenkel and Wallen (2006:165), relates to the constancy of scores or replies given by an instrument. The extent to which a test consistently measures whatever it intends to measure defines its test reliability. The more confidence derived from the administration of a test is essentially the same score. There are two sorts of trustworthy instruments, and all instruments are dependable. These are post-test reliability analysis and pre-test reliability analysis. Performed by Alpha Cronbach test aided by SPSS 25 version. According to (Eisingerich and Rubera, 2010: 27), the minimum reliability is 0.60. Many researchers used the alpha cronbach test since it might support internal consistency.

3.5 Data Collection technique

Technique and instruments in data collection were The research will be conducted in tenth grade of MAN Lumajang that are class XG and class XH. The research in this study will be conducted about one month, started from 5th April until 5th May 2025. In collecting the data, the following steps will be taken, organizing teaching procedure in the experimental and control group, making research instruments that consisted of preparing, pretest and post-test, administering pre-test to both the experimental and controlled groups to investigate initial abilities between two groups, organizing lesson plans in teaching using discussion based learning method. The experimental group will be given treatments by discussion based learning method then the control group will be taught by not using discussion based learning method. Administering post-test to both the control and experimental groups in order to reveal the result of treatment.

3.6 Collection data procedures

In this research, is belong to experimental design which is quasi experimental design. There were steps that applied with intention of gaining the data from beginning until end of teaching learning process. The steps were as follows:

1. Pre-test

   At the beginning of the research, every participant both experimental class and control class was given by pre-test.

2. Treatment

   After conducting the pre-test, the researcher conduct a treatment, the experimental class and control class was given by using the same materials but different treatment. The experimental class will be given by using scanning technique and control class will be given without using scanning technique.

3. Post test

   Experimental class and control class at the end of the research were given the same test. Namely is post-test. The test is use to know the difference between experimental and control. Beside, it is use to see score whether the differences between the two groups.

3.7 Data analysis technique

The next step of the research, researcher process and analyze data. Researcher will analyze pre-test and post-test scores. This is to determine the difference in scores of students who use scanning technique and without using scanning technique.

3.7.1 Descriptive statistics

Descriptive statistics used to analyze data by describing or describing the information gathered without aiming to derive broad generalizations or generalizations are known as descriptive statistics (Sugiyono, 2019: 206). Furthermore doable with descriptive statistics is searching for strong correlations between variables via correlation analysis, making predictions with regression analysis, and comparing average sample or population data.

3.7.2 Normality test

The normality test is a test use to determine whether the data in the independent and dependent variables in a regression equation produce normally distributed or non normally distributed data (Ghozali,2018) The data to be analyzed is tested on the normality test to see if it is not or not normally distributed. Richard G. Lomax/Debbie L. Hahs-Vaughn describe in 2013 in an introduction to statistical concepts to evaluate the random distribution of a small sample's data, one performs the Kolmogorov-Smirnov Normality Test. Data simulations of no more than 50 samples were employed in two seminar papers done by Kolmogorov-Smirnov in 1958 and Kolmogorov-Smirnov, Chen in 1968. For data sets of less than 50 samples (N< 50), it is therefore advised to utilize the Kolmogorov-Smirnov test. If the significance value is more than 0.05 (sig. > 0.05), a data set is said to be normally distributed in the test.

3.7.3 Homogeneity Test

Homogeneity test is a test performed to determine whether two or more groups of sample data originate from populations with the same variance (homogeneous). In the book by Sudjana (2005), homogeneity test is a prerequisite before conducting other test, such as T-Test. This test is use to ensure that the data groups originate from the same sample.

A homogeneity test is a test performed to determine whether two or more groups of sample data originate from populations with the same variance (homogeneous). In the book by Sudjana (2005:250), homogeneity tests can be performed using the Levene's test, Fisher's test, or Bartlett's test. This test is a prerequisite before conducting other tests, such as the T-test and ANOVA. This test is used to ensure that the data groups originate from the same sample.

used to determine whether two or more groups in sample data come from a population with same variety, according to Sugiyono (2013). Homogeneity testing is carried out as follows are Calculating standard of deviation X and Y, Finding F (h) from X and Y variant, Compare F table and F (h), If F (h) < F table : Homogeneous, If F (h) > F table: Not Homogeneous.

3.7.4 Independent t-test

The technique of data analyze that was used by the researcher in this research was statistical analysis with T-Test (Sudijino, 2010:325).

3.7.5 Pair Sample t-test

The paired sample t-test is a test of the difference between two paired samples. The paired samples are the same subjects, but they receive different treatments. This difference test model is used to analyze research models before and after. According to Widiyanto (2013), the paired sample t-test is a testing method used to assess the effectiveness of a treatment, indicated by a difference in the mean before and after treatment. Basic assumptions of users.

The basic assumption of this test is that the observations or research for each pair must be under identical conditions. The mean difference must be normally distributed. The variances of each variable can be equal or unequal. To conduct this test, data on an interval or ratio scale is required. Paired samples mean that we use the same sample, but the test is performed on it twice at different times or at specific time intervals. The test is performed using a significance level of 0.05 (α=5%) between the independent and dependent variables.

The basis for the decision to accept or reject Ho in this test is as follows.

1. If the significance value is > 0.05, then Ho is accepted or Ha is rejected (the difference in performance is not significant).
2. If the significance value is < 0.05, then Ho is rejected or Ha is accepted (the difference in performance is significant).

This test is used to determine whether the research samples before and after the treatment have significantly different averages. The author's reason for using this analytical tool is that this study uses two paired samples. These paired samples represent the same subject but undergo two different treatments or measurements before and after the treatment.

3.7.6 Hypothesis testing

This study has two hypotheses: 1) Alternative Hypothesis (Ha): On their reading comprehension at tenth grade, students who are taught by scanning technique and students who are not taught by using scanning technique experience a significant difference in reading comprehension; 2) Null Hypothesis (HO): Among students who are

taught by scanning technique and students who are not taught by using scanning technique on their reading comprehension at tenth grade, there is no significant difference in reading comprehension.

The statistical hypothesis of this study can be seen as follows:

1. If t-count (t-count) t-table (t-t) at a significant level of 0.05, then Ho (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted.

2. If t-count (t-count) t-table (t-t) at a significant level of 0.05, then Ho (null hypothesis) is accepted and Ha (alternative hypothesis) is rejected.

3.7.6. Stages of the Research

1. Formulate a research problem by is there any significant in reading comprehension between students who are taught by using scanning technique and those who are not taught by using scanning technique and define the research objectives to investigate the effects of applying scanning technique to improve reading comprehension at tent grade.
2. Conducting a literature review by reviewing previous studies and theories related to language learning and reading comprehension to support the research framework and identify knowledge gaps.
3. Formulating the hypothesis by developing a hypothesis stating that students participating in using scanning technique will show significant improvement in their reading comprehension.
4. Determining the research method. It uses a quasi-experimental pretest-posttest control group design to compare students' reading comprehension before and using scanning technique.
5. Developing research instruments by designing a speaking test to assess student’s coherence in both pretest and posttest phases.
6. Collecting data by administering the pretest, conducting the treatment for the experimental group, and then administering the posttest to measure students' progress.

7. Analyzing data using statistical analysis (SPSS) to compare pretest and posttest scores and determine the program's effectiveness.
8. Writing the results and discussion of the research by presenting research findings, confirming the hypothesis, interpreting data, and discussing implications for language learning.
9. Making conclusion by summarizing key findings, confirming effectiveness, and providing recommendations for future research.

CHAPTER IV

RESEARCH FINDINGS

In this chapter the researcher presents the description of the data and the analysis of the data.

4.1 Instrument Testing

In this research, the pre-test and post-test used multiple choice questions adapted from the TOEIC reading part 7, therefore there are research finding a validity test and reliability test of the data to determine how valid and reliable the instruments used are.

4.1.1 Validity Test

This validity test is conducted to measure whether the data obtained after the research is valid or not, using the measuring instrument applied (scores). The validity test was conducted on 32 respondents consisting of 32 students with 25 items of questions. Consistent with this, in this exam to work on and grasp recounts taught employing the conversation based learning technique. The exam's time allocation was 1x75 minutes and had 25 multiple choice questions.

In the process of validity testing, the collection of pretest score data is very helpful for validity testing before treatment is carried out in each class, the collection of score data for each student is organized in the data available in Excel. Then, each score data is checked for its validity using SPSS 25.

The validity test results are in the table below.

Table 4.1.1 Validity data test

No	r_{hitung}	r_{tabel}	Keterangan
1	0,350	0,349	Valid
2	0,591**	0,349	Valid
3	0,617**	0,349	Valid
4	0.550**	0,349	Valid
5	0,721**	0,349	Valid
6	0,411**	0,349	Valid

7	0,526*	0,349	Valid
8	0,755**	0,349	Valid
9	0,429*	0,349	Valid
10	0,439*	0,349	Valid
11	0,759**	0,349	Valid
12	0,488**	0,349	Valid
13	0,591*	0,349	Valid
14	0,741*	0,349	Valid
15	0,324**	0,349	Valid
16	0,735**	0,349	Valid
17	0,720	0,349	Valid
18	0,500**	0,349	Valid
19	0,379*	0,349	Valid
20	0,474*	0,349	Valid
21	0,552**	0,349	Valid
22	0,596**	0,349	Valid
23	0,662**	0,349	Valid
24	0,546**	0,349	Valid
25	0,615**	0,349	Valid

Based on the table above, it shows that the results of the validity analysis on 25 test items indicate that 25 items show r-count > r-table, so the assessment test is declared valid.

4.1.2 Reability test

The results of the study above are then interpreted with the level of reliability of the coefficient, as follows:

Table 4.1.2.1 Corelation Coefition Interpretation

No	Coeficient r	Reliability Level
1	0,800 – 1,000	Very High
2	0,600 – 0,799	High
3	0,400 – 0,599	Medium
4	0,200 – 0,399	Low
5	0,000 – 0,199	Very Low

The instrument testing criteria are said to be reliable if the calculated r is greater than the r-table at a significant level of 5% (Suharsimi Arikunto, 2006: 184). To determine the reliability of the instrument using the help of a computer program *SPSS 25 for Windows* with the *Alpha Cronbach* technique reliability test. The summary results of the analysis are as follows:

Table 4.1.2.2 Summary of Research Instrument Reliability Test Results

No	Variable	Reliability	Interpretation
1	Applying scanning technique to improve reading comprehension.	0,913	Very High

Table 4.1.2.3 output SPSS validity test

Reliability Statistics

Cronbach's Alpha	N of Items
.913	25

Based on the results of the reliability test above, the calculation results for the reliability test on the multiple choice questions adapted from TOEIC reading part 7 with a total of 25 items obtained r count = 0.913 with r table = 0.3494, it can be concluded that the multiple choice questions adapted from TOEIC reading part 7 are said to be reliable because r count > r table.

4.2 The Description of The Data

This research purpose to determine the effect of using scanning techniques on the learning outcomes of students in certain subjects. Data were obtained from two groups: the experimental class that used scanning techniques, and the control class that used conventional methods.

4.2.1 Descriptive Statistical Data

Table 4.1.1 Descriptive statistical data

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperiment	32	48	70	59.66	6.499
Post-Test Eksperiment	32	72	93	83.63	6.095
Pre-Test Konrol	32	48	70	58.66	6.592
Post-Test Kontrol	32	52	75	63.66	6.474
Valid N (listwise)	32				

The mean post-test score of 83.63, the experimental group 59.66 shows a notable increase in comparison to the pre-test. In the control class meanwhile, scores from the pre-test 58.66 to the post-test 63.66 also rose, though not as dramatically as in the experimental class. This suggests that the scanning method is more successful than traditional methods in raising learning results.

4.3 The Analysis of The Data

4.3.1 Normality Test

4.2.1 Normality Test data

Tests of Normality

		Kolmogorov-Smirnov[a]		
	Kelas	Statistic	df	Sig.
Hasil Belajar Peserta Didik	Pre-Test Eksperiment (Scanning Technique)	.110	32	.200*
	Post-Test Eksperiment (Scanning Technique)	.139	32	.122
	Pre-Test Kontrol (Konvensional)	.104	32	.200*
	Post-Test Kontrol (Konvensional)	.113	32	.200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Kolmogorov-Smirnov test showed that all four groups of data (pre-test and post-test for both the experimental and control classes) have significance values > 0.05, thus it can be concluded that the data are normally distributed.

4.3.2 Homogenity Test

4.2.2 Homogenity Test Data

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Pesrta Didik	Based on Mean	.084	1	62	.772
	Based on Median	.036	1	62	.850
	Based on Median and with adjusted df	.036	1	59.864	.850
	Based on trimmed mean	.089	1	62	.766

Since the significant value > 0.05, the data has homogeneous variance because it show value at line sig > 0.05. This means that there is significant difference in the distribution of data between groups.

4.4 Hypothesis test

4.4.1 Pair sample T-Test

4.3.1 Pair Sample T-Test Data

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pre-Test Eksperiment - Post-Test Eksperiment	-23.969	2.416	.427	-24.840	-23.098	-56.118	31	.000

Pre-Test Konrol - Post-Test Kontrol	-5.000	2.578	.456	-5.929	-4.071	-10.972	31	.000

In the experimental class, there was a statistically significant increase in scores sig 0.000 ($p < 0.05$). The control class also experienced a significant increase, but it was much smaller. This indicates that there is a significant difference between the pretest and post-test in the experimental class and the control class, although the post-test score in the experimental class is higher.

4.4.2 Independent T-Test

4.3.2 Imdependent T-Test Data

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Pesrta Didik	Equal variances assumed	.084	.772	12.705	62	.000	19.969	1.572	16.827	23.111
	Equal variances not assumed			12.705	61.776	.000	19.969	1.572	16.827	23.111

There is a significant difference between the post-test learning outcomes of the experimental class and the control class. In this study, 2 classes were used, each consisting of 32 students. In the calculation of the independent t-test result, it is 32 + 32 = 64 - 2 (because there are 2 classes) = 62. In the t-table, the value at row 0.05 for 62 shows 1.66, then the result of the calculated t value 12.705 > t table 1.66. With a significant value of 0.000 < 0.05, H_0 is rejected and H_1 is accepted. This means that the scanning technique has a significant effect on learning outcomes.

4.5 Discussion

This part discusses the findings of the study on the effect of applying scanning technique on the reading comprehension of tenth grade students at MAN Lumajang. The results of the statistical analysis are interpreted in relation to the theoretical framework and previous studies. The findings of this research show a significant improvement in students' reading comprehension scores after being taught using the scanning technique. This can be seen from the increase in the average score of the experimental class from 59.66 in the pre-test to 83.63 in the post-test. In contrast, the control class, which was taught using conventional methods, showed a more modest increase from 58.66 to 63.66.

This difference in improvement is further supported by the results of the paired sample t-test and the independent sample t-test. The experimental group had a mean score improvement of 23.969 with a p-value of 0.000, indicating a highly significant difference. Meanwhile, the control group showed a mean improvement of only 5.000. The independent t-test between the post-test scores of both groups also showed a significance level of 0.000 ($p < 0.05$), confirming that the use of scanning technique had a statistically significant effect on students' reading comprehension.

The improvement in the experimental group suggests that scanning as a reading strategy helps students to locate specific information efficiently without having to read the entire text. This technique reduces cognitive load and allows students to focus on relevant information more quickly, which ultimately improves their comprehension of the text. This supports Gebhard's (1996) theory that scanning allows readers to identify particular details efficiently, which is crucial in developing reading comprehension. Moreover, the scanning technique may also enhance students' motivation and engagement with the reading task. As Maxwell (1970) stated, scanning is desirable because it enables students to retrieve necessary information rapidly, which is especially helpful in academic settings where time is limited.

The findings of this research are consistent with several previous studies. For instance, the study by Riris Nur Kholidah Rambe (2017) found that the scanning technique significantly improved students' reading comprehension of narrative texts. The gap in this research compared to her research is the difference in research locations, her research was conducted in Batam while

this study was conducted in East Java, which indicates that scanning techniques can also be applied in East Java. There is also a difference in samples, she used > 50 samples while this study used < 50 samples. The final gap is in the data calculation methods she calculated data manually while this research used SPSS.

Likewise, Sarah Marinda Dewi's study also emphasized the usefulness of scanning strategy in teaching reading comprehension. The current study expands on those findings by applying the scanning technique not only to narrative texts but to broader reading materials, and confirms its effectiveness at the high school level. The gap in this research compared to her research is the difference in research locations her research was conducted in Bekasi while this research is conducted in East Java, which shows that the scanning technique can also be applied in East Java. Then there is a difference in the population, she used 9th grade students as his research subjects, while this research uses 10th grade students. The last gap is in the lesson theme, she used narrative text while this research uses recount text material.

Furthermore, Taufik Imam Pramono's research revealed that a majority of students found the scanning strategy helpful in enhancing their reading ability. This supports the result of the current study, which shows significant differences in learning outcomes between the group taught with scanning and the one that was not. The gap of this research with Taufik's research is that he uses 2 techniques, namely skimming and scanning, unlike this research which only uses the scanning technique to improve reading comprehension, and Taufik's research uses a qualitative method while this research uses a quantitative method.

From a theoretical perspective, the findings of this study align with the interactive model of reading proposed by Carrell (1995) and Widdowson (1993), which suggests that effective reading involves both bottom-up (e.g., recognizing specific details) and top-down (e.g., using background knowledge) processes. Scanning as a technique is particularly relevant to bottom-up processes, where readers identify and extract specific information from a text. However, by using scanning in conjunction with background knowledge and context, students also engage in meaningful comprehension, not merely surface-level decoding. Furthermore, this result also supports Paris et al.'s (1983) concept of metacognitive reading strategies, in which learners use conscious strategies—like scanning—to monitor and control their understanding of a text.

The significant improvement in the reading scores of the experimental group implies that scanning is not just a useful strategy for test-taking but also an effective instructional technique for improving overall reading comprehension. This suggests that English teachers, especially at the high school level, should consider incorporating scanning strategies into their lesson plans. It is also important for students to be trained in various reading techniques, including scanning, to enhance their reading efficiency and comprehension across different genres and text types.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher presents the conclusion and suggestion.

5.1 conclusion

Based on the results of data analysis and discussion in Chapter IV, it can be concluded that the use of scanning technique has a significant effect on improving the reading comprehension skills of grade X students at MAN Lumajang. Results of the paired sample t-test in the experimental group which revealed a highly significant improvement in scores from pre-test to post-test with an average increase and a significant value of 0.000 ($p < 0.05$) evidence this. There is a significant difference between the post-test learning outcomes of the experimental class and the control class. In this study, 2 classes were used, each consisting of 32 students. In the calculation of the independent t-test result, it is 32 + 32 = 64 - 2 (because there are 2 classes) = 62. In the t-table, the value at row 0.05 for 62 shows 1.66, then the result of the calculated t value 12.705 > t table 1.66. With a significant value of 0.000 < 0.05, H_0 is rejected and H_1 is accepted. This means that the scanning technique has a significant effect on learning outcomes, the findings of the independent sample t-test further show a substantial difference between the post-test scores of the control class and the experimental class. This suggests that the scanning technique approach, as opposed to Conventional method approaches, is more successful in raising student reading comprehension.

5.2 Suggestion

Based on the results of the research that has been conducted, the author offers the following suggestions, they are

1. For Teachers: It is hoped that scanning techniques can be applied as one of the strategies in the English language learning process, especially in improving students' reading comprehension skills.

2. For Students: It is recommended to get used to using scanning techniques when reading English texts to find important information more quickly and to understand the content of the text more efficiently.
3. For Future Researchers: This research can serve as a reference for developing further research related to other reading strategies and their effects on other aspects of language skills, such as speaking or writing.