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HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
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Ruang lingkup dan kedalaman pembahasan	Jurnal ini membahasa Aplikasi Strategie belajar Reading melalui Scanning di konteks Narrative text. Penulis memaparkan hasil uji coba penggunaan scanning tesebut dan melihat dampak perubahan dari hasil belajar Reading Siswa di sekolah. Sangat mendalam dan bagus.
Kecukupan dan kemutakhiran data/informasi dan metodologi	Kecukupan data tampak dalam artikel ini yaitu: 34 siswa di kelas 91 dan 34 siswa di kelas 92. Data dikalkulasi menggunakan spss versi 24 dimana eksperimen menunjukkan hasil positif dibanding siswa yang tidak diberikan treatment.
Kelengkapan unsur dan kualitas Penerbit	Artikel ini diterbitkan di jurnal bernama JELTL dengan e-ISSN: 2502-6062, P-ISSN = 2503-1848. Jurnal ini terkatagori Sinta 3 dan merupakan Nasional yang cukup baik.

Tanggal *Review*, 21 Januari 2022

Penilai 1

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Pendidikan Terakhir : S3

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : JURNAL IMIAH

Judul Artikel Ilmiah : The Application of Scanning Strategy in Teaching Students' Reading comprehension of Narrative Text
Nama Pengusul : Cahaya Komara, s.pd, M.Hum
Jumlah Penulis : ke-1
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Kategori Publikasi Jurnal Imiah
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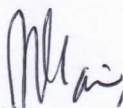| No	Aspek	Uraian/Komentar Penilaian
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Unsur yang terdapat dalam artikel ini sudah lengkap dan sesuai, karena berawal dari abstract yang menghasilkan hasil yang tepat, dan ada Introduction, literature review atau theoretical Framework, Method, Findings, dan conclusion. Yang sudah umum terdapat Pada Jurnal. Maka dengan nilai 1,8 dirasa cukup untuk Poin ini

Ruang lingkup dan kedalaman pembahasan	Ruang lingkup pada artikel ini adalah Reading Comprehension di sekolah Boedi Luhur yang belajar Narrative Text Menggunakan strategi teknik scanning. Responden yang berpartisipasi Penelitian ini adalah 68 siswa.
Kecukupan dan kemutakhiran data/informasi dan metodologi	Penelitian ini dilakukan pada tanggal 3 Februari sampai 25 Februari 2020, yang diterbitkan Pada April 2021. Menggunakan Metode quantitative eksperimen, sehingga topic ini Masih hangat untuk di perbincangkan.
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The Application of Scanning Strategy in Teaching Students' Reading Comprehension of Narrative Text

by Cahya Komara

The Application of Scanning Strategy in Teaching Students' Reading Comprehension of Narrative Text

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Abstract

This research investigates the application of scanning strategy in teaching ninth-grade EFL students' reading comprehension of narrative text. The aim is to know whether the use of scanning strategy gives tremendous effect to the ninth-grade students' reading comprehension of narrative text or not. The researchers proposed scanning because it is potential and powerful strategy to lift students' better narrative text reading understanding. To prove that, the quantitative method is used in this study by conducting quasi-experimental design which involved two classes of ninth-grade students at one private secondary school in Bekasi. The experimented class was around 34 students as well as the controlled class which was around 34 students. The researchers used pre-test and post-test reading narrative text instruments within 20 questions that were asked by the WH-question pattern to collect the data. After the data have been collected, the researchers fulfilled the standard pre-requisite analysis of Normality and Homogeneity before the hypothesis statistic test. At the end, the hypothesis statistic findings showed that $t_{observed}$ was known by score 6.905 while t_{table} was obtained 1.996 in the level of 5% significance. Because of $t_{observed}$ was higher than t_{table}, it can be concluded that the application of scanning strategy is effective in teaching the ninth-grade students' reading comprehension of narrative text at one private secondary school in Bekasi.

Keywords: EFL students, narrative text, reading comprehension, scanning strategy

1. INTRODUCTION

Here in Indonesia, students of English Foreign Language (EFL) have to master reading skill. It is obliged since there are a lot of types of text material existed in K-13 curriculum. However, we know that it is sometimes difficult to make students comprehend with reading quickly, and they also find problems when doing it (See in Nizar, 2013; Kuncoro, 2017; Edvieanto, Munandar, & Munandar, 2019). Lems, Miller, and Soro (2010) has mentioned that reading is an activity involved reader's knowledge and interaction process with the text he or she reads and the information she or he gets. From this point, we can understand that reading is not just 'read' but effort to interact between the reader and the text. Reader or in this case students, they need to make sense of text which implicates the identification of words, phrases and clauses, and comprehension. This is surely not easy for them ultimately on the way students do comprehension of text. We know this as reading comprehension; a complex activity process to get meaningful word or information through define main idea, make inference, and have sufficient vocabulary while reading (Alderson, 2000). Therefore, it requires proper strategy to be applied by teacher in order to teach students' reading comprehension of text well.

McNamara (2007) has exposed the importance of reading strategies for students especially for those who possess low level of knowledge in the area of reading as one as the students with low level of reading comprehension ability. This supports the idea that students must have or need strategy to achieve reading comprehension. Factually, there are many significant reading strategies offered in enhancing and expanding students' reading comprehension. Many researches have utilized the strategies such as predicting, skimming, scanning, inferring, guessing word meanings, self-questioning, and summarizing (See in Janssen, 2002; Thomas-Fair, 2005; Asmawati, 2015; Hall & Barnes, 2017; Siregar, 2019). These various strategies have its own steps and characteristics, but the goal is same, of course, to help students gaining the reading comprehension. Torres and Constain (2009) strengthened that comprehension means comprises a reader's awareness and strategies to understands the meaning of text and its content. So, without using any strategies, students may get trouble of reading comprehension.

In the context of this study, scanning is seen as the most potential strategy to be applied for students' reading comprehension. According to Brown (2000), scanning strategy is a speedy strategy to find particular information or data in the text. In other words, student strictly reads to get main information as fast as he or she can so there is no such waste of time even it probably helps student to detect unfamiliar words in text. A research, for example from Fauzi (2018) has shown the effectiveness of scanning strategy to enhance his students' comprehension in reading by conducting efficiency to boost students' speeding of reading. His study successfully indicated that scores of reading task and the speed of reading rates given to the experimental class were significantly higher than the control class. This can be evidence to show scanning strategy is functional for supporting students' reading comprehension.

In line with explanation above, researchers interested to study the application scanning strategy in teaching students' reading comprehension in one particular private school. The researchers limit the area of research to the reading of Narrative Text. This reading narrative

text selection is based on the researchers' preliminary observation and interview in that school in which students felt hard in reading comprehension of narrative text. Students seemed waste their time to understand the whole meaning of the text. They had too much practicing the meaning of words or practicing the way how to read the text rather than practicing to comprehend the text. As a result, students got nothing when they read the narrative text. So, the researchers proposed question of research; Does the application of scanning strategy effective in teaching students' reading comprehension of narrative text? The hypothesis are; H_0: $\mu x = \mu y$ (There is no excessive difference between students who treated using the scanning strategy and students who are not treated anything on the context of students' reading comprehension narrative text achievement) and H_1: $\mu x > \mu y$ (There is excessive difference between students who treated using the scanning strategy and students who are not treated anything on the context of students' reading comprehension narrative text achievement). In brief, this study attempted to get empirical data of the effect of scanning strategy virtuously on the corridor of students' reading comprehension of narrative text.

2. LITERATURE REVIEW

Reading, as it is popularly informed by Grabe and Stoller (2013), is one of skill in English that purposively drawing meaning from written pages also interpreting the content of information correctly. Reading is essentially divided into two components; decoding (word recognition) and comprehension. While decoding is meant to notice only on components of text such as its morphemes, or words, or might be sentences, and its discourse to get the essential meaning of language produced. Meanwhile, reading comprehension is an activity of comprehending which involves one's knowledge of words (Alderson, 2000). To comprehend the reading, a reader must extract the required information from the text as efficiently as possible. In other words, when reader reads the text, they have to get specific information represented by words they see in the text. Klinger, Vaughn, and Boardman (2007) elaborated that reading comprehension is much likely complex procedure in linking the meaning of text through understanding word and readers manifestation of world. By conducting this, a reader can be more easily to understand the whole meaning of text.

Moreover, McWhorter and Sember (2014) classified five aspects of reading comprehension that students must consider. First is the main idea. It is known as the soul that tells the content of text explicitly or implicitly. Second is specific information. Specific information is related to the detail definition or information existed in the text, for instance facts, example, cause and effect, comparison, etc. Third is reference. Reference is words or phrases that mostly be used as signal for reader to find the meaning. Forth is inference which is like a conclusion where the readers add information they have already known stated in the text. Fifth is vocabulary which is simply collection of words used in the text. These five aspects may be the key for successful reading comprehension by students.

Scanning is known as one of strategy in reading skill that suits to cover five aspects of reading comprehension mentioned above. Scanning looks through the text for specific information, such as a name or a date or to get an initial impression of whether the text is appropriate for a certain purpose (Hedge, 2000). It means that scanning is a direct reading strategy aimed to find certain information as the reader's purpose. In addition, Nunan (2015)

gave more explanation about scanning strategy that it is a reading strategy where a reader looks for keywords or phrases in a text to locate specific facts and details quickly without expecting them to understand everything. In short, when the readers use a scanning strategy, they can find the detailed information and the facts as fast as possible by finding out the keywords, so they do not necessary to read and understand the entire of a text.

Technically, scanning strategy application are as follows; 1) after getting an overview and skimming of the text, a reader must identify the section of the text that he or she probably need or want to read. 2) Reader can start scanning the text by allowing or making his or her eyes or finger to move rapidly over a page. 3) In this point, reader must put eyes on important words or phrases; then stop reading text after finish. 4) when reader locates information that needs more attention, reader may slow down to read the relevant part of the text. 5) Last, scanning may be the way to avoid full reading, if reader successfully locates material quickly (https://student.unsw.edu.au). This scanning strategy seems suitable to be applied for helping students' comprehension a text. Students must be able to follow the application step by step in aim to get better result.

Tamsi, Zuhri, and Kurniasih (2013) also gave similar five steps to boost the application of scanning strategy in reading comprehension. At the beginning, students must keep in mind what is they are searching for. Next, students must be able to anticipate in what form the information is likely to appear numbers, proper nouns, and many more. Next, students must focus on the content organization before they start to do scanning. To be remember, if students discover the material which is noticeable before, they can do scanning directly for whole text in one final search. However, if they get text with longer words and hard, they need to determine which parts of the section of text to be scanned. Next, students must use eyes rapidly to read other lines in text for single time. Last, students must do whole reading sentence when they meet with crucial information they seek. For sure, it requires practicing to find detailed information of the what they read. Teachers also need to provide students with continuous recurrence to scan a text.

Narrative text is seen as one of text that fit with the application of scanning strategy. Narrative text itself is as type of text which focus on telling story (See in Hyland, 2004; Christie & Derewianka, 2008; Folse, Vokoun, & Solomon, 2010). The story of narrative according to them, must have beginning, middle, and ending. In short, this type of text is commonly be taught in class by teacher. The story can be fiction or non-fiction, and the purpose is to entertain readers. This narrative text provides chance for readers to do scanning strategy well. Rebbeca (2013) defined that a key to comprehend a narrative text is likely on sensing the plot, theme, characters, and events, then readers must know how they relate each other. Thus, teaching students' reading comprehension using scanning strategy is appropriate with the needs to understand the content of story as quick and efficient as possible.

There are plenty researchers who have done studying about scanning strategy for students' reading comprehension of text either in quantitative or qualitative approach. In fact, it was known for long time ago that Maxwell (1972) had given basis of knowledge, urgency, and assumption towards scanning strategy that may improve the reading ability. Manoli (2018) also did study of reading strategy which included scanning strategy. In context of Indonesia, a study, for example from Tamsi, Zuhri, and Kurniasih (2013) had

found the samples of students in SMAN 21 Surabaya responded good to the use of scanning strategy in reading activity. Next, Asmawati (2015) and Simanullang and Sinaga (2019) both informed that their research about scanning or skimming strategy had successfully increased the students' reading comprehension competency at the eighth grade level in SMK Darussalam Makassar and SMP Negeri 3 Muara Tapanuli. All of those studies revealed the excellency of using scanning strategy in developing or supporting students' reading comprehension of text. Based on that, it is potential to do scanning strategy application in teaching the students' reading comprehension of text, in this case, narrative text.

3. RESEARCH METHODS

This research was conducted in one private school at Bekasi, West Java namely Boedi Luhur Junior High School from 3rd to 25th February 2020 by involving total 68 ninth-grade students from two different classes (34 students in IX.1 and 34 students in IX.2). The researchers applied quantitative approach with the design of the quasi-experimental of experiment class (IX.1) and control class (IX.2). As we know, quantitative approach is one type of approach that seek values or numerical data to be collected and then calculated under mathematical or statistical method (Leavy, 2017). Thus, the result of the research would be easily concluded and generalized. The instruments of the research were pre-test and post-test reading narrative text.

The steps in conducting this study were as follow; 1) The researchers prepared and gathered the initial reading narrative text score in both two classes (experiment and control) by using pre-test. 2) The researchers did treatment in experiment class for 6 times (teaching reading comprehension of narrative text using scanning strategy), meanwhile the control class was not given any of it (conventional method). 3) After the treatment had been done, the researchers collected the final reading narrative text score using post-test. 4) The researcher then tabulated, calculated, and analyzed (normality, homogeneity, and t-test) through SPSS Version 24 quantitative statistics format. 5) Last, the researchers interpreted and discussed the findings.

4. FINDINGS AND DISCUSSION
4.1 Findings

The results of pre-test and post-test scores of 34 students from both classes (experiment and control) were shown in form of tabulations below:

Table 1. Scores of Pre and Post-Tests Both Classes

Student	Control			Experiment		
	Pre-Test Score	Post-Test Score	Gained Score	Pre-Test Score	Post-Test Score	Gained Score
1	55	55	0	50	60	10
2	35	40	5	35	40	5
3	55	30	-25	50	70	20
4	60	30	-30	50	80	30
5	35	40	5	60	50	-10

6	40	25	-15	45	45	0
7	35	25	-10	45	55	10
8	45	45	0	60	75	15
9	45	55	10	50	55	5
10	40	60	20	55	70	15
11	30	25	-5	50	75	25
12	30	35	5	75	90	15
13	35	40	5	40	65	25
14	40	35	-5	40	55	15
15	60	35	-25	50	60	10
16	35	55	20	50	40	-10
17	45	45	0	35	45	10
18	45	35	-10	70	80	10
19	65	75	10	65	75	10
20	60	40	-20	80	90	10
21	50	30	-20	35	55	20
22	50	45	-5	50	65	15
23	50	30	-20	40	30	-10
24	50	45	-5	40	60	20
25	45	40	-5	40	65	25
26	40	35	-5	40	35	-5
27	55	35	-20	55	70	15
28	40	25	-15	40	40	0
29	25	35	10	45	55	10
30	55	25	-30	30	45	15
31	30	25	-5	45	60	15
32	30	45	15	40	50	10
33	35	20	-15	45	40	-5
34	30	25	-5	35	50	15
Total	1475	1285	-190	1635	1995	360
Mean	43.3824	37.7941	-5.5882	48.0882	58.6765	10.5882

Based on the table 1 above, the highest pre-test score from control class was found in number of 65 compared to the lowest score was only found by 25. While, in the post-test section, the maximum score was found in number of 75 compared to the bottom score was only found by 20. The total score of the pre-test was known by 1475, whereas total score of the post-test was only found by 1285. It can be understood that the total score of post-tests

was seen lower than the total score of pre-tests. In short, the average score of the pre-test was showed by 43.38, meanwhile the post-test was found in number of 37.79.

Different with control, on the column of experiment class, it can be seen that the highest pre-test score was found in amount of 80 compared to lowest score was only found by 30. Whereas, in the post-test, the top score was found in amount 90 compared to the lowest score was only found by 30. The total score of the pre-test was known by 1635, while total score of the post-test was found by 1995. From this result, we see that the total score of post-tests was higher compared to the total score of pre-tests. So, the average score of the pre-test was showed by 48.08, meanwhile the post-test was found in amount of 58.67.

Next, researchers did pre-requisite analysis (normality test and homogeneity test) as the standard requirements before calculating the hypothesis testing (t-test). Below were the results:

Table 2. Scores of Normality Tests Both Classes

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	1	0.2	34	0.001	0.909	34	0.008
	2	0.138	34	0.102	0.952	34	0.144
Posttest	1	0.094	34	.200[*]	0.975	34	0.598
	2	0.15	34	0.05	0.914	34	0.011

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

a. Lilliefors Significance Correction

From the table 2 above, the final normality test has showed the excessive value of the students' pre-test score in experiment class in number of 0.008, meanwhile in the control class was only found by 0.102. It means the students' pre-test in experiment class and controlled class were measured normal because of the p-output result showed higher amount than 0.05. In addition, the data showed the excessive value of the students' post-test score in experiment class which was found in number of 0.200, meanwhile the controlled class was only found by 0.050. From that, it could be concluded that the students' post-test in experiment class and controlled class were measured normal because of the p-output result showed higher score than 0.05.

Next, researchers tested and compared the pre-test and post-test of both control and experiment classes with the final result as follow:

Table 3. Scores of Homogeneity Tests Both Classes

Pre-test score				Post-test score			
Levene Statistic	df1	df2	Sig.	Levene Statistic	df1	df2	Sig.
0.005	1	66	0.944	2.629	1	66	.110

With regards to table 3 showed above, the final result presented that the excessive value of the students' pre-test score from each class (experiment class and control class)

which was 0.944. From that, it could be concluded that the students' pre-test in those classes were homogenous because the result of the p-output was higher than 0.05. Meanwhile, the result showed that the significance value of the students' post-test score in both experiment class and controlled class was 0.110. From that, it can be determined that students' post-test either in experiment or control classes were homogenous because the result of the p-output showed higher score than 0.05.

Last, to measure a excessive different between students who were and were not taught through the scanning strategy, the final independent t-test was conducted for both classes. The researchers had found the degrees of freedom (df) which was 68-2 = 66, and the t_{table} which was 1.996 on degree of significance 5%. Below was the result;

Table 4. The t-test results from two classes

Class		N	Mean	t-test Std. Deviation	Std. Error Mean
Expe.	1	34	10.58	10.17	1.77
Cont.	2	34	-5.58	8.87	1.54

Table 5. Independent Sample Test

df	t_o	t_t	Decision
66	6.905	1.996	H_o Rejected / H_i Accepted

From the computation on table 4 above, it was found that $t_{observed} > t_{table}$ (6.905 > 1.996). Therefore, H_o is rejected and H_i is accepted. In short, it can be stated that the application of scanning strategy is effective in supporting or improving the ninth-grade students' reading comprehension of narrative text at one private secondary school in Bekasi. Below was the visualization of t-test result in the curve format:
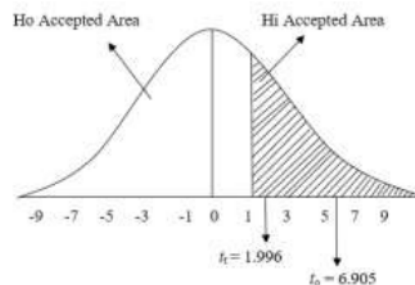

Figure 1. The curve of t-test results

4.2 Discussion

Due to the results presented in findings section previously, researchers got two main information. First, the result of pre-test score average given before the treatment in control

class was lower than experiment class (43.38 compared to 48.08). Although it was different, but actually their mean or average scores were almost close. Second, the researchers gave the scanning strategy treatment in experiment class. During the process or treatment, the writer found that the students had high interest to study reading, especially in narrative text. Furthermore, the students enthusiastically to answer the questions by using the scanning strategy. It can be seen by their mean score in experiment class (58.67) which was higher than in control class (37.79). This positive result was supported by the studies from Asmawati (2015) and Simanullang and Sinaga (2019) who did the same enhancement with their students' reading comprehension.

The researchers believed that the scanning strategy provided students with better way to shortcut the reading narrative text comprehension. Narrative text is often written in long passage, and it makes students hard to get the main point of the story. By using scanning strategy, students become easier to locate exact information from a long quantity of written text material. Nation (2008) supported this by stating scanning is valuable to find best answer to every simple questions. It may also permit readers' eyes to move quickly in text by searching answer they might think it is. Students exactly applied the scanning strategy when they faced the narrative text and answered the question for looking for the specific information. It indicated that scanning strategy helped the students to get detailed information without reading a whole of a text, but then, they knew what the text was about.

The result of this study also strengthens the idea that scanning strategy is more likely applicable to be used in level of secondary school students since the reding comprehension of narrative obliged in that level as it is proven by Rambe (2017) or Fauzi (2018). Although it was found also study that proved potential outcome of reading comprehension in level of elementary such as from Manoli (2018), the researchers believed scanning strategy required lots of practice which is fitter for middle school students to explore.

5. CONCLUSION

To sum up, this research has shown that scanning strategy helped the ninth-grade students of Boedi Luhur Junior High School, Bekasi West Java in increasing their reading comprehension. It was proven by the pre-test and post-test scores of experiment class were higher than their pre-test scores. The experiment class students were shown their activeness during teaching and learning process by using scanning strategy. In contrast, the students in control class which were shown hitches to answer the questions of test. In addition, from the statistical calculation or hypothesis testing shown in the previous section, the $t_{observed}$ was higher than t_{table} (6.905 > 1.996) with the level significance 5%. Hence, H_i is in accepted area and H_o is in rejected area. It can be inferred that the result was significantly different or there was effect of applying scanning strategy in teaching students' reading comprehension of narrative text.

Since the result of this research showed positive mark, the researchers highly advised for students and teachers or any practitioners to apply scanning strategy frequently on students' reading comprehension of narrative text. Scanning strategy was proven by its significance; thereby it can make the goals of teaching and learning reading can be achieved. For other readers or researchers that interested in applying scanning, it can be valuable source to test scanning strategy in different level of students, such as university grade. It can

be also applied with different types of text, not only narrative text. Scanning strategy may give solution to increase the level of students' reading comprehension and competency.

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