

THE EFFECT OF SCANNING TECHNIQUE ON STUDENTS' ADVERTISEMENT TEXT COMPREHENSION

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ABSTRACT

This research aims to prove whether the scanning technique is effective in teaching reading comprehension to students. This research used a pre-experimental research design and took one class, 9.1, as the sample. The analysis showed that the scanning technique greatly contributed to students' comprehension of reading advertisement texts. This can be seen from the increase in students' scores in the pre-test and post-test. The average score in the pre-test was 58.52 and increased to 74.07 in the post-test. Then, the data from both tests were analyzed using the significance parameter, and the results showed that the sig. (2-tailed) was 0.00, which means the sig. value (2-tailed) < 0.05. Following the testing criteria, the results showed a significant increase in students' achievement in reading comprehension by using the scanning technique before and after the pre-test and post-test were conducted. This means that the scanning technique is effective and can be applied in grade nine of SMP Negeri 9 Tarakan to teach students reading comprehension.

Keywords: *Scanning Technique, Reading Comprehension*

INTRODUCTION

Language is a tool for communicating and exchanging information between individuals. Language has many kinds depending on where it comes from, and each individual is usually fluent in one language, which is called the Native Language. For example, Indonesia has a national language called Bahasa Indonesia, and certainly, every person there is fluent in using Bahasa Indonesia. One of the languages that is called an international language and must be studied in several countries, including Indonesia, is English. English is a subject that must be taught in schools, starting from elementary to high school levels and even at the university. This subject is mandatory to provide basic knowledge of English because students need to be proficient in English as it is a global language, especially in education and access to digital resources (Isdaud et al., 2022).

To be fluent in English, students must master four basic skills that can help them communicate effectively: reading, writing, listening, and speaking. However, teachers usually focus on teaching students to read as the basis of learning in school. Reading is an activity where the reader tries to understand the meaning or information the writer wants to convey through written language (Darmin, 2021). Reading is a skill that is closely related to other English skills, so students are required to read a lot to get information and knowledge. Reading

involves a complex process of deriving meaning from written text, which requires the integration of multiple sources of information, including students' prior knowledge, the content of the text, as well as the context of the reading (Gilakjani & Sabouri, 2016). Reading is also defined as a process where someone learns something from what they read. Learning is a change in treatment and thoughts from not knowing to knowing. So, through reading, students can broaden their perspectives by developing a greater understanding of the subject and learning to develop academic knowledge.

Reading consists of three interconnected elements: the reader, the text, and the activity or task of reading, all existing within a larger context of knowledge (Butterfuss et al., 2020). Understanding a reading passage requires the ability to comprehend, evaluate, and recognize what the writer wants to convey (Astiantih et al., 2022) This ability is not just about understanding the structure but also comprehending the underlying meaning of the text. Reading comprehension is a fundamental cognitive skill that influences students' ability to understand and analyze a text (Kasmiri et al., 2023) This skill involves making predictions, summarizing the main idea, questioning students' predictions, and clarifying ambiguous concepts (Liou, 2021). In addition, reading comprehension calls for a variety of skills (such as focus, memory, and inference), motivation (such as reading objectives and interest), and knowledge (such as linguistic and domain knowledge); these elements are impacted by the text and activity that students are participating in (Snow, 2002).

Reading comprehension is one of the hardest tasks for students to understand a text. Even so, students who like to read most likely have broader knowledge. This is because reading books is a window to the world that students can use to add broader insight and learn many things (Dasman, 2021). In addition, reading can also improve students' cognitive abilities. Students who like to read usually perform very well in class and when doing exams, have high socialization and leadership skills and also have a good and stable mentality because the books they read are one of the learning places to see themselves better (Wagstaff, 2020).

Despite the many benefits provided by reading, there are still many students who think that this activity is boring and not important to do. Most of them feel that learning English, especially reading is very difficult and makes them think hard to understand a text to do the exercises given. Problems like this can be caused by lack of motivation to read, lack of understanding of English vocabulary, and the teaching techniques applied by teachers that are less interesting to students (Marzuki, 2015). In addition to the above problems, things that can hinder students in understanding a text are the difficulty of identifying the main events or main points, as well as sequencing the story correctly (misunderstood minds), the difficulty of producing a well-structured and integrated story, besides that sometimes students are only able to understand part of what they read, making it difficult for them to connect ideas in a reading (Logsdon, 2022).

From the teacher's experience when conducting teacher training in 2024, it was found that students in grade nine of SMP Negeri 9 Tarakan still have difficulties understanding advertisement text. Some students could answer the questions given, but most could not even understand the content of the text. The difficulty of students' comprehension is found in understanding the main idea, finding general information, and specific information in the text.

Therefore, related to the factors above, teachers should pay attention to appropriate methods, strategies, and techniques in teaching reading. The main purpose was to solve the problem of teaching reading comprehension to the ninth-grade students of SMP Negeri 9 Tarakan. The technique should involve the students in the reading activity; therefore, the students experience learning and learn how to comprehend the text. In addition, the scanning technique is one of the appropriate techniques for students.

Scanning is a quick reading technique to identify specific information and is very appropriate to be applied to various types of texts (Abidin, 2020). Scanning reading is very time-dependent, so it can be said that this technique is part of speed reading (Darmin, 2021). With scanning, it can be possible for students to quickly find a fact, name, or word in the text without having to understand or read the entire text (Fauzi, 2018). So, in a short time, students can be helped because this technique is very efficient (Fatmawan et al., 2023).

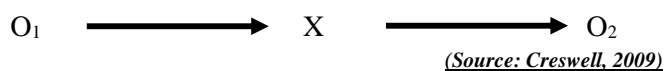
Through scanning techniques, students will be assisted rapidly, directly, and particularly in obtaining information. Furthermore, this technique saves a great deal of time while reading lengthy sections while maintaining comprehension of the text's structure and reading flow, it can also assist students in quickly identifying the text's or paragraph's key concept (Khazaal, 2021). Although it is very useful for getting information, students may overlook other aspects since they focus exclusively on discovering details rather than comprehending the text's content.

There is much research on using scanning techniques in the reading-learning process. For example, research by Djuma et al. (2021) attempted to look at using scanning techniques to improve students' reading comprehension at Berea Tandano Junior High School. The findings showed that most students agreed to apply the scanning technique to comprehend narrative text. Research from Saputra & Susiani (2021) aims to determine the effectiveness of scanning in improving the reading comprehension of third-grade students of MAN 3 Pidie. The results of this research found that almost all students believe this technique has several advantages, one of which is that it can improve reading comprehension. Another research by Abidin (2020) focused on how the scanning technique contributes to reading comprehension. The findings showed an improvement in students' comprehension, so teaching reading using the scanning technique can improve students' reading achievement. Based on the background description stated above, the researcher conducted research entitled "The Effect of Scanning Technique on Students' Advertisement Test Comprehension".

METHOD

This research is experimental because it describes the quantitative level of the variables involved. Experimental is a research method used to assess attitudes or abilities before and after experimental treatment (Creswell, 2009). It is also reasonable because the researcher intends to examine the cause and effect between two variables: the scanning technique as the independent variable and students' reading comprehension as the dependent variable. The type of design is a pre-experimental one-group pre-test post-test design as follows:

Picture 1. One Group Pre-Test Post-Test Research Design



Description:

O₁: Pre-Test

X: Treatment

O₂: Post-Test

The researcher conducted the research at SMP Negeri 9 Tarakan, Jalan P. Aji Iskandar (Perum Korpri), Juata Kerikil, Tarakan, and took the ninth-grade students as the population, which consisted of nine parallel classes, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, and 9.9. This research used purposive sampling to select the sample. The researcher took one class, which is class 9.1, as the research sample. The researcher chose this class based on the results of observations during Teacher Training, which included two reasons. First, the students of class 9.1 were still struggling to understand advertisement text. Second, many could not reach the minimum criteria, as proven by their exam results.

The data was collected using two types of tests, which are pre-test and post-test. The researcher allocated 70 minutes (2 x 35 Minutes) for students to do both tests individually. In the pre-test, students were given an objective test consisting of two advertisement texts with 10 multiple-choice questions. Then, the researcher gives the treatment, which is teaching reading comprehension using scanning techniques to the students. After that, the researcher conducted a post-test. Here, students were also given an objective test consisting of two advertisement texts with 10 multiple-choice questions. This test is used to determine whether the results of the scanning technique can improve students' reading comprehension of advertisement text in class 9 SMP Negeri 9 Tarakan.

In research, data analysis is the most crucial component. Furthermore, collecting high-quality, comprehensive data without thorough analysis will be ineffective. In this research, two data analysis tests were carried out, namely descriptive analysis and hypothesis testing. Descriptive analysis was conducted by calculating pre-test and post-test student scores, averages, and correlations. Then, a hypothesis test was conducted in the experimental groups. All analysis tests were calculated using Microsoft Excel and SPSS v26.

FINDINGS

In this section, the researcher describes the findings obtained in analyzing the research data to determine the effect of the scanning technique in reading comprehension of advertisement text. In this research, students were given two tests, namely pre-test and post-test, the results of which can be seen in Table 1.

Table 1. The Result of Pre-test and Post-Test

No	Initial Name	Pre-Test		Post-Test	
		Obtain Score	Qualification	Obtain Score	Qualification
1.	ARW	40	Extremely Low	60	Low
2..	AZE	60	Low	50	Extremely Low
3.	AM	40	Extremely Low	80	Good
4.	AA	10	Extremely Low	50	Extremely Low
5.	MK	70	Fair	90	Extremely Good

6.	DAD	90	Extremely Good	100	Extremely Good
7.	SS	30	Extremely Low	60	Low
8.	AF	70	Fair	80	Good
9.	INP	90	Extremely Good	100	Extremely Good
10.	K	70	Fair	90	Extremely Good
11.	AI	70	Fair	70	Fair
12.	PWS	60	Low	80	Good
13.	MDRS	60	Low	80	Good
14.	EVW	80	Good	90	Extremely Good
15.	IS	80	Good	80	Good
16.	MIAA	50	Extremely Low	70	Fair
17.	MS	50	Extremely Low	80	Good
18.	JAA	40	Extremely Low	90	Extremely Good
19.	AA	90	Extremely Good	70	Fair
20.	NFZ	40	Extremely Low	70	Fair
21.	RS	50	Extremely Low	70	Fair
22.	DPB	70	Fair	80	Good
23.	N	80	Good	70	Fair
24.	ADS	40	Extremely Low	60	Low
25.	SRD	10	Extremely Low	60	Low
26.	MRA	80	Good	80	Good
27.	DW	60	Low	70	Fair
Mean		58.52		74.07	

The data displayed in Table 1 shows the following information: In the pre-test 11 out of 27 students (40.7%) scored extremely low, 4 out of 27 students (14.8%) scored low, 5 out of 27 students (18.5%) scored fair, 4 out of 27 students (14.8%) scored good, and 3 out of 27 students (11.1%) scored extremely good with an average score of 58.52 which is still far below the standard of minimum completeness (70). Then after the treatment (taught using scanning technique) and post-test, there was an increase in student scores which can be seen from 2 out of 27 students (7.4%) scored extremely low, 4 out of 27 students (14.8%) scored low, 7 out of 27 students (25.9%) scored fair, 8 out of 27 students (29.6%) scored good, and 6 out of 27 students (22.2%) scored extremely good with an average score of 74.07. In the pre-test, the average score of students was lower than in the post-test. The researcher then provided treatment for two meetings so that it made a significant difference and positively impacted students in the post-test. So, the scanning technique applied can be categorized as successful.

Table 2. Table of Paired Sample Correlation

	N	Correlation
Pre-Test & Post-Test	27	0.784

Table 2 shows the correlation between the pre-test and post-test after applying the scanning technique. From the table, it can be seen that the correlation value is 0.784, which means that the correlation between the pre-test and post-test after applying the scanning technique is very strong. This means that this technique strongly influences the increase in student scores at the time of the post-test.

Table 3. Table of Hypothesis Testing

				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pre-Test		14.233	2.739	-21.186	-9.925	-5.679	26	000
Post-Test	15.556							

From Table 3, it can be seen that the decision-making for the hypothesis is applied by looking at the sig (2-tailed) value. If the sig value. (2-tailed) >0.05 , then there is no significant difference in the variables, which means that there is no influence between the scanning technique applied to the pre-test and post-test scores. If the sig. (2-tailed) <0.05 , there is no significant difference in the variable, which means that there is an influence between the scanning technique applied to the pre-test and post-test scores.

Based on the test results shown in the table, it can be seen that the sig. (2 tailed) value is 0.00, which means that the sig (2-tailed) value <0.05 indicates that the application of the method after the pre-test has a significant effect on the post-test results. So, it can be concluded that the scanning technique applied to reading comprehension is effective.

DISCUSSION

Scanning is an effective reading technique to improve students' reading comprehension. Therefore, according to the researcher, this technique is very suitable to be used in reading learning. Before the researcher applied the scanning technique, a pre-test was conducted to determine the students' initial ability in reading comprehension. In the pre-test, it was seen that the students of class 9.1 still had low comprehension of the advertisement text. The pre-test data was obtained to see the reading comprehension score of each student as a sample.

In the second step, the researcher conducted treatment for two meetings. Here, the researcher taught students to use the scanning technique. This technique is applied to train students to understand advertising texts well. The researcher conducted a post-test after all students were taught using the scanning technique. The post-test was given to find out whether there was an improvement in students' comprehension skills in reading advertising texts. The researcher instructed the students to answer 10 multiple-choice questions in the post-test.

Finally, when the researcher analyzed the pre-test and post-test data, the results of student comprehension showed an increase in student test scores, namely in the pre-test, the highest student score was 90, and the lowest score was 10, with an average score of 58.52 to the lowest score was 50, and the highest score was 100 with an average score of 74.07 in the post-test. Then the correlation value between pre-test and post-test is 0.784 which means the correlation between the pre-test and post-test after applying the scanning technique is very strong. In addition, the result of the sig. (2 tailed) is 0.00 which means the sig value (2-tailed) <0.05 indicates that the application of the method after the pre-test has a significant effect on

the post-test results. So, it can be concluded that the scanning technique applied to reading comprehension learning is effective.

CONCLUSION

Based on the result of this research, it was concluded that the use of Scanning Techniques was effective in improving students' advertisement text comprehension at the ninth-grade of SMP Negeri 9 Tarakan. This can be seen from the students' different scores on the pre-test and post-test. In the pre-test data, the students' highest score was 90, and the lowest score was 10. In the post-test data, the student's score was improved, where the lowest score was 50, and the highest score was 100. This means that there is an increase in comprehension of advertisement texts after students are taught using the scanning technique.

Then, the correlation value between pre-test and post-test is 0.784 which means the correlation between the pre-test and post-test after applying the scanning technique is very strong. This means that this technique strongly influences the increase in student scores at the time of the post-test. The hypothesis of this research that students' reading comprehension can be improved by using scanning techniques can be accepted because the results show that the sig. (2 tailed) value is 0.00, which means sig (2-tailed)-value <0.05, based on the hypothesis criteria if the sig. value is higher than <0.05, then the research hypothesis can be accepted.

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