

**THE IMPLEMENTATION OF SCANNING TECHNIQUE IN
IMPROVING READING COMPREHENSION AND
MOTIVATION OF GRADE VIII STUDENTS AT MTs
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Abstract

This research is to measure the effect of the implementation of scanning technique. This quasi-experimental research took 18 students of grade VIIIA for the experimental class and 16 students of grade VIIB for the control on the sample. They were chosen purposively. The instruments of data collection were an essay reading test and the questionnaire items to measure the students' motivation toward the scanning technique. The data of the research uses independent t-test formula by applying degree of freedom ($df = 32$ ($18+16-2$)) with the level of significance 0.05. The results of data analysis indicate that the students' mean score of the posttest is 79 in experimental class is higher than the mean score of the control class 60. It proves that there is a significant difference of students' reading comprehension that are taught by scanning technique and those who are not taught by scanning technique. Furthermore, the data analysis by applying independent t-test shows that the value of t_{counted} 6.44 is higher than t_{table} 2.037. It explains that the implementation of scanning technique has impact on the students' reading comprehension. The last result which has been also analyzed that the mean score of students' motivation who are taught scanning technique 73 is higher than those who are not taught the scanning technique 68. The analysis of questionnaire data also indicates that the value of t_{counted} 2.33 is higher than t_{table} 2.037. It means that there is a significant difference of the students' motivation that are taught by scanning technique and those who are not taught by scanning technique. Both of the test and questionnaire analysis prove that H_a of the research is accepted and H_o is rejected. In other words, the implementation of scanning technique can improve students' reading comprehension and motivation.

Keywords: Implementation, Scanning Technique, Reading Comprehension, and Motivation.

Introduction

English is taught as an obligatory subject from Junior High School to Senior High School in Indonesia. The goal is to enable students to communicate in English. It is stated in the School Based Curriculum (KTSP) that the goal of teaching is to reach the students' competence in three aspects namely cognitive, affective and psychomotoric to specific subject (Lampiran Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006).¹ Although the students have studied English for three years at Junior High School, yet it is difficult for them to express their ideas and thought or feeling in English.

Reading is one of the language skills that must be paid attention more in teaching of Junior High School. The aim of teaching reading is that students are able to comprehend some kinds of reading texts namely recount, narrative, procedure, descriptive and report both in formal and informal situation in social life context (Lampiran Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006).² By looking at this goal, students are expected to be able to comprehend all reading texts. Hence, teachers should prepare or practice them how to comprehend what they read and what technique should be used in comprehending reading texts. However, most of students still face some problems in comprehending texts.

Based on the fact that the writer observed, by asking the teacher who teaches in MTs Muhammadiyah Nunu especially in grade eight, reading comprehension is one of problems that students get in studying English. It is difficult for the students to understand reading text during teaching and learning process. Therefore the results of the reading assignment were low. The students did not give any response when the teacher asked the main idea of reading text. Thus, in some tests that he had given to the students in this class, most of them cannot answer the questions correctly.

¹Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006.

²*Ibid.*

The problems occur because the students have less strategy in reading. They usually cannot answer all questions given by the teacher. They tend to read all the paragraphs word by word and want to find out individual meaning of each word they read. One of way how to find the meaning is to use a dictionary or an electronic tool. This helps students to comprehend the text. This is always students done in class while reading a text. However this is not effective way for students since they need much time to get difficult words and to get an appropriate meaning in a dictionary or an electronic tool.

Furthermore, reading is important because the grade VIII students are prepared to the next higher grade and they are going to face final national examination consisting of reading text items in it. In other words, one of the causes why it is difficult for the students to answer questions of reading text is that students cannot comprehend what they have read and cannot locate the answers of questions. The students do not have an appropriate technique either in how to answer several questions especially in reading text as fast as possible. There are many questions based on reading texts included in the exam. Students have to answer all of the questions in limited time. The teacher should be able to motivate and help the students in order they can answer reading questions quickly and accurately by applying the appropriate technique how to comprehend the text.

In teaching English especially reading skill, teachers should be able to teach more effectively and efficiently by selecting suitable techniques. The students need some kinds of practices that enable them to answer reading comprehension questions such as scanning or skimming technique. The techniques can be used to overcome the students' difficulties in reading. By doing these, it would be easy for the students to read and to comprehend texts as they are able to get information within the reading text. Therefore, appropriate techniques or ways must be applied in order to reach the goal of teaching reading.

Another challenge that occurs after selecting appropriate technique is how to motivate students to do reading in order they

can develop their reading skill. Teachers have to motivate students' interest in reading passage or others written English efficiently. It is not an easy way since every student has different character and behavior. Students not only need to have an appropriate technique in reading but also they have to have motivation to read as a result they will success in reading. Students who are motivated in reading are different from those who are not motivated. Therefore, students will succeed in reading comprehension when they have both motivation and technique.

Based on the problem found, the writer applied a scanning technique considered as an effective technique in improving reading comprehension of the grade VIII students at Junior High School of MTs Muhammadiyah Nunu and the scanning technique can motivate the students in reading comprehension. MTs Muhammadiyah Nunu applies the School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for all subjects; one of the objectives to teach English in grade VIII based on curriculum is that the eighth year students of SMP are able to comprehend short functional text and short essay of recount and narrative text related to environment. Therefore, in order to lead them for getting success in the exam especially in reading questions as it is expected in the School Based Curriculum the writer applied scanning technique in improving the students' reading comprehension.

Research Method

The writer measured the effect of the implementation of scanning technique toward the students' reading comprehension and students' motivation in reading. This research is an experimental research and using quasi experimental non-equivalent control group design. It treated two classes namely experimental and control class that was non randomly. The aim was to evaluate whether or not the implementation of scanning technique can improve students' reading comprehension and motivation to the experimental class and the control one. There were three components applied in this research; pretest, treatment, and posttest. The design of this research can be seen as follow:

Experimental	O1	X	O2

Control	O3		O4

(adapted from Sugiyono, 2009)³

Notes:

O1 is students' score of group experiment in pretest

O2 is students' score of group experiment in posttest

X is treatment

O3 is students' score of control group in pretest

O4 is students' score of control group in posttest

The writer conducted her research for eight meetings with presentation as follows. The first meeting was pretest and questioner checklist for both classes. The writer taught both classes. However, the writer applied her technique only in experimental class from the second meeting to the seventh meeting. In the eighth meeting, the writer provided posttest and questioner check list for both classes. Then, at the end of the research, the writer concluded the implementation of scanning technique can or cannot improve students' reading comprehension and motivation in reading at MTsN Muhammadiyah Nunu by comparing those with the result of pretest and posttest and questioner check list before and after giving treatment.

Population

Population of this research was the grade VIII of MTs Muhammadiyah Nunu. It consisted of two parallel classes (VIII A and VIII B.). There were 18 students in class VIII A and 16 students in class VIII B. So the sum of her population was 34 students. According to Cresswell, population is a group of individuals who had the same characteristics or one more

³Sugiyono. *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif dan R & D.* (Bandung: Alfabeta, 2009.) p. 25

characteristics.⁴ The whole number of the students can be seen in the following table:

Table 1. Population Distribution

No	Class	Students' Number
1.	VIII A	18
2.	VIII B	16
	Total	34

Sample

The writer selected a sample based on the students' knowledge and the most students' problems faced in reading. The sample aimed to make the data accurately. It was taken by using purposive sampling. The sample was VIII A as experimental class and VIII B as control class. Both classes were taught by the writer, but only one class was given scanning technique in teaching reading comprehension.

The Research Variables

Research variables can be considered as the causes and effects of the problem. Based on the title, this research had multiple variables. It consisted of one independent variables namely scanning technique, it was since scanning technique can give effect the dependent variable, while the dependent one were improving the students' reading comprehension and motivation of the grade VIII at MTs Muhammadiyah Nunu.

Instruments of Data Collection

The purpose of this instrument was to collect data on what happening during in teaching and learning process for both classes; the experimental and control class. In collecting the data needed, the writer applied two instruments namely test and non-test. The test was given twice as a pretest and posttest. The test was to

⁴John W. Creswell, *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks, CA: Sage, 2009) p. 145

measure the students' achievement before and after conducting the treatments. The non-test was questionnaire in collecting data.

Questionnaire was given twice to students in the experimental and control class. It was done before giving treatment or after pretest and after giving treatment or after posttest. The questioner was used for measuring whether or not the technique can improve students' motivation in reading comprehension.

Procedure of Data Collection

The collected data were the whole activities during conducting the research to both classes; the experimental and control class. All the collected data were very important because they are as the evidence of whether or not this research was successful. In this part, the writer was to carry out the following procedures:

Validity and Reliability Test

The first step that the writer conducted was to test the validity and reliability of the instruments used in the research. The instruments are the test and the questionnaire. The writer applied the tryout to the sample which was different from the sample used in the research. It aimed to know whether or not the items of instruments are suitable to be used in the research.

Test

The test was the main instruments of collecting the data. The test was to evaluate of how well the students can answer questions based on reading texts through scanning technique. The test was to be intended to measure how fast the students are able to find the answers of reading texts. The test was essay test which consisted of two different reading texts. The numbers of test were 20 questions in form of essay test. The questions were divided into two parts; 10 questions for one reading text and 10 questions for another one. The test had two different reading passages. The test was objective text since all of the answers were stated in both reading texts namely literal comprehension. Every test item was scored one point so the total score of the two reading tests was 20. The following is the scoring system of the essay test.

Table 2. Scoring system

Types of test	Number of test	Score of item	Total score
Essay test	20 items	1 was given if the answer was correct.	20

Source: National Education Standards Agency (2006) scoring system

a. Pretest

The pretest was done before the writer applied the treatment to the students. It was for both groups such as the experimental class and control one. This aimed to know the student comprehension level in reading before getting the treatment.

b. Treatment

After finishing the pretest to both classes, the writer applied the treatment to the experimental class. In doing her treatment, the treatment conducted twice in a week, it was about one month with the six times of meeting. The activities spent 2 x 45 minutes for one meeting and each topic was discussed in one meeting. In other words, the treatment was six times with the different topic in each meeting.

In the treatment, the writer distributed one reading text to the students after discussing what wh-questions are. The writer then explained to them that to comprehend what the text was about, they had to answer all of the questions in order by doing scanning technique without translating one by one of the words in the text. In this step, the writer always started by asking about wh-questions. Then, the writer always asked them to find some information in the text by focusing on what wh-question was stated in each question. Next, the writer asked them to find the specific information in the text by underlining all of them. To find the correct answer, the writer asked them to find other words following the wh-question in the question or other information of questions after wh-question. The teacher asked them to circle the correct answers to make them easy to conclude what the text was about.

c. Posttest

The posttest was the final test to both the experimental class and the control one. The test of both reading texts were different from the pretest but the number of the question given were the same as in the pretest, twenty numbers. The test was given to the both classes in order to measure whether or not the treatment that had been given to the experimental class will be effective.

Non-test (Questionnaire)

The writer applied the questionnaire for collecting her data about students' motivation towards reading English text. The writer used ARCS (Attention, Relevance, Confidence and Satisfaction) to analyze the questionnaire. The writer also provided the questionnaire in twice before and after applying the treatment namely pre-questionnaire and post-questionnaire. The questionnaire given for the experimental class before and after the treatment was the same as control class. It aimed in order to know whether or not there is significant difference of students' motivation in reading comprehension by using scanning technique an those who are not taught by scanning technique. Each questionnaire consisted of 25 questions. The response of the students in questionnaire was in the form of objective test. The result of questionnaire classification is as follow:

Table 3. Classification of Questionnaires' Result

Classification	Scale Value
SA = Strongly Agree	5
A = Agree	4
U = Undecided	3
D = Disagree	2
SD = Strongly Disagree	1

*Adapted from Best (2006: 331)*⁵

The Technique of Data Analysis

In this research, the writer conducted some steps to analyze the data. First, the writer analyzed that whether or not the implementation of scanning technique has impact on reading comprehension by comparing the result of t_{counted} and t_{table} value. After that, the writer analyzed that there is a significant difference of motivation of grade VIII students at MTs Muhammadiyah Nunu who are taught scanning technique between experimental class and control class in reading comprehension by looking the significant difference between the mean score of pretest and posttest. The following are how the writer analyzed the data.

The Validity and Reliability

Before applying two instruments; the test and non-test which is the questionnaire, the writer must ensure what instruments that the writer decided in her research are valid and reliable. In other words, whatever instruments used to collect the data in a research, it must be critically examined to check the degree to which an instrument measures what it is intended to measure.

Validity is the ability of an instrument to measure. It means the instrument can measure what is measured. There are two parts in validity; whether the instrument actually measures the concept in question and whether the concept is measured accurately. Reliability is directly related to the validity of the measure. The writer used SPSS 23 program to show the validity and reliability of both instruments; the test and questionnaire. In validity the writer used Pearson correlation method by correlating each item scores and total score with the significant level 5% (0.05) in her research. An instrument is valid if it is able to measure what is measured and can show the data of the research variables appropriately. So, the items of instruments are valid if the correlation score is higher than r_{table} score, while those are not valid if the correlation one is lower than r_{table} value. In addition, the writer used Cronbach's Alpha to

⁵John W. Best, *Research in Education* (New Jersey: Prentice Hall, 2006) p. 331.

determine the reliability of both instruments. The instrument items are reliable if the Cronbach's Alpha values are higher than the significant score (0.60), while those are not reliable if the Cronbach's Alpha values are lower than the significant score (0.60).

The test

For the test result, the obtained data of the test were analyzed quantitatively. In the analysis of the quantitative data gained from the tests, the writer had several steps. Firstly, the writer computed the individual score by the formula adopted from Uno (2006):⁶

$$\text{Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

Notes:

Obtained score is the students' score after doing test

Maximum score is the amount of the required score on the total of correct answers from the item.

100 is the constant number

After finding all scores of each students, the writer started to apply SPSS 23 program to compute the average score namely mean score of both classes; the experimental and control class. The writer put in the total score of each students and the number of both students' experimental and control class which was found in pretest and posttest in SPSS 23 program. It shown the result which was attached in appendix 5.

The Questionnaire

The result of the questionnaire provided the result of the students' motivation during process of teaching and learning using scanning technique. Based on data of questionnaire that the writer was found, first, the writer computed the individual score for each student by using the same formula adopted from Uno (2006) that is

⁶Hamzah B Uno, *Perencanaan Pembelajaran* (Jakarta: Bumi Aksara, 2006)

used in analyzing the reading comprehension test.⁷ It was that the total student's score is divided by the total maximum score (the maximum of score item times the number of questionnaire) times 100. Then, the writer also used SPSS 23 program in order to get the valid data of the students' opinion to the technique and process they had. It proposed to analyze the data by finding out the main score, sum of score, deviation, and t_{table} of the experimental and control class.

The Normality and Homogeneity

As a prerequisite test research, before testing the hypothesis, first was tested for normality and homogeneity tests on the data. The writer used Normality test to determine the data which were analyzed whether has normal distribution or not. A normal distribution of data is when the average of data is same, as well as standard deviation. The writer also applied SPSS 23 to test the normality of the data by using non parametric statistical tests of Shapiro-Wilk test (S-W) with a significant level $\alpha = 0.05$. So the assumption of the normality data is when the Shapiro-Wilk test value is higher than (0.05). It means the data can be distributed while non-normality data is when the Shapiro-Wilk test value is lower than (0.05). It indicates that the data are not normally distributed.

Homogeneity test was used to determine the data homogeneous or not. The data is categorized whether homogeneous or inhomogeneous by applying SPSS 23 program and using Levene's Test of Equality of Variances. The rules of the variances are H_a is that the two variants are homogeneous and H_o is that the two variants are inhomogeneous. Thus, If the significant value of the pretest and posttest is higher than 0.05, the two variants are homogeneous while if it is lower than 0.05, the two variants are inhomogeneous.

Testing Hypothesis

This research has more than one testing hypothesis since it uses more than one variable which consists of one independent

⁷*Ibid.*

variable namely scanning technique and two dependent variables namely students' reading comprehension and motivation. Hypothesis of this research aimed to find whether scanning technique are rejected or accepted in teaching reading comprehension and to find whether or not the implementation of scanning technique can improve students' motivation in reading comprehension.

Statistically, the criteria of hypothesis presentation states that: If t_{counted} is higher than t_{table} or $t_{\text{counted}} > t_{\text{table}}$, H_a is accepted and H_o is rejected; and If t_{counted} is lower than t_{table} or $t_{\text{counted}} < t_{\text{table}}$, H_a is rejected and H_o is accepted. The following are the procedures of how to apply t-test. The t_{counted} value is also obtained through SPSS 23 program by comparing the data: pretest and posttest in the experimental and control class; pre-questionnaire and post-questionnaire in the experimental and control class.

Discussion

Based on the research questions, the research is focused on the implementation of scanning technique in improving the students' reading comprehension and motivation. The findings of the research shows two results that the implementation of scanning technique has impact on students' reading comprehension and there is significant difference of students' motivation who are taught by scanning technique and those who are not taught by scanning technique. The following are the explanation of the both results:

The Improvement of the Reading comprehension through Scanning Technique

Scanning technique is an effective way that is used in the experimental class to trigger and extract key information using wh-questions. The implementation of scanning technique is able to improve the students' reading comprehension effectively and accurately. They are able to find the main idea or specific information with locating word analysis and context clues by applying the wh-question within the text. Scanning involves moving eyes quickly down the page identifying specific words and phrases to either find a particular answer or grasp the basic main idea. From the findings in the research during the implementation

of scanning technique, the writer found that the students are able to determine the purpose of reading, to analyze word and context clue in the text, to have speed and accuracy in comprehending the text, and to make inferences from what they read. The following are discussion of how the implementation of scanning technique improves the students' reading comprehension.

Purpose

From the finding, the implementation of scanning technique helps the students to know what they need to have before comprehending the text, that is to have purposes why they have to read. In this first step during the treatment, scanning technique using wh-question aims to make them easy to know what the clues in the recount text to answer the exercise and to predict what words they must search during scanning. In the experimental class, the students were guided to be effective readers. They always started by generating wh-question in their mind before comprehending the text by the writer's guide. For example **Town Hall** is the title of the recount text which is given in meeting one. The example can be seen in lesson plan meeting one. In the beginning activity, the writer helped the students how to comprehend the text by applying wh-question to scan the clues in the text such as

“Where?”

“When?”

“Who?”

“Why?”

After having the wh-question in their mind, they had the visualization of what information they must search in the reading text that could make them to comprehend what they read. In this case, they were directed to search information about place, person or people, time and reason in the text.

In the control class, both of the writer asked the students to comprehend the recount text by finding the difficult words and the students translated the question and the text during reading comprehension activity. The writer did not guide them how to be an effective reader. They read the text, the questions and use dictionary to get the meaning of the difficult words in the text or the questions. In the control class, they were less effective reader.

Word Analysis

During the reading comprehension activity, the scanning technique helps them to analyze what they must search in the text. They searched the information which related to the wh-questions in the text. In this case, they focused on the specific word by ignoring the words which were not important. For example “Where?” which was generated the wh-question in their mind. The example can be seen in lesson plan meeting 2.

“Where did they stop and do shopping?”

From the question, the students must locate the specific word in the text which related with place without looking at the words not related to place. During searching the words, the students used their hands or fingers to focus their attention to locate the specific words in the text. Based on the students’ evaluation results from meeting one to meeting two, they have good progress in analyzing the words (seen in appendix 10).

Context clue

During scanning activity to support in finding the correct information, students are trying to decipher the meaning of the question and to answer the question. The students looked at what comes after the wh-question and what comes before and after the clue words in the text. The surrounding words in the text can give students helpful context clues about the meaning and the answer of the question. In this process, they selected words or phrases and marked the clues by underlining or circling of the clue words and/or the surrounding the recount text. They linked the clues in the question and in the text for getting the correct answer. By answering each question through scanning technique, they were able to get the correct answer and comprehended what the text is about.

Speed and Accuracy

From the evaluation result in each meeting, the students who are taught by scanning technique have significant progress. The result can be seen in appendix 10. By implementing scanning technique, the students are helped to read quickly and effectively. During scanning, they did not look at word by word in whole the

text but they looked at the context clues in the text. They ignored whole information which was not relevant to the wh-question and saw the information that was wanted more quickly. They could find the specific information at a glance in the text without read it as a whole. They used their hands or finger to locate the clues while their eyes were moving swiftly down the page to search the clues quickly.

Making Inferences

At last activity in each meeting, the students always directly concluded what they read by their own words. This is done after finding the clues in the wh- question and the information presented in the text to get the correct answer by scanning technique. Scanning technique helps them to paraphrase the sentence by answering the wh-questions in order. They can comprehend the text better than before by producing their own sentence. Expressing information within a sentence using their own sentence indicated that they understand the sentence.

The Improvement of Students' Motivation in Reading Comprehension Using Scanning Technique

In observing motivation the writer applies ARCS method where the writer provides pretest and posttest which relates to students' motivation. There are four aspects the writer asked students to answer; they are attention, relevance, confidence, and Satisfaction. First part of the questionnaire is Attention which focuses on how the students' attention in the beginning class and how the implementation of the technique in reading comprehension. Second part is Relevance which emphasizes on how the impact/implication of the technique in reading comprehension. The next one is Confidence which is curious on how the students believe i themselves in the whole process of teaching learning. The last part of the questionnaire is Satisfaction which concentrates on the result after applying the technique. Generally, based on the result of the four parts in questionnaire, most of students answered "4" in scale that means agree and "5" in scale means strongly agree.

During the treatment, the students were enthusiastic to answer the questions given. They all at once mentioned the wh-

questions which were stated on the questions such as who, when, how, etc. confidently. They were then more excited to obtain the specific words in the text for example the wh-question is “who”. In this case they moved their eyes and pointed or underlined person or people in the text quickly. In this step, they were directed to find the answers. The students responded by effectively taking a part to get the clues in the text through scanning technique. They seemed more active to scan the other clues surrounding the answer. For example when they must find the correct answer about “who went to Town Hall?” their gestures were active looking and pointing the person or people and the verb “went” in the question and continuing to scan the words surrounding the answer. At last activity in each meeting, they were confident to tell what they read using their own words. In the other words, they comprehended what they read without the writer’s helps.

Finally, based on the results of questionnaire items of students’ motivation who are taught by scanning technique and those who are not taught by scanning technique in reading comprehension show that there is significant difference of the questionnaire requiring the students’ motivation which were answered by 4 in scale as agree and 5 in scale as strongly agree. The number of the students in the experimental class who chose “4” in scale was 185 and “5” in scale was 113. In contrary, the number of the students in the control class who chose “4” in scale was 172 and “5” in scale was 40. The result can be seen in appendix 11. The comparison results explain that after the treatment the students’ motivation is improved.

Conclusions

The research deals with the implementation of scanning technique in improving reading comprehension and motivation of grade eighth students at MTs Muhammadiyah Nunu. Based on the research questions and discussions of the research findings on the previous chapters, two conclusions can be drawn as follows:

1. The implementation of scanning technique has impact on reading comprehension of grade VIII students at MTs Muhammadiyah Nunu. It is proved by the result of t_{counted}

value 6.44 which is higher than t_{table} 2.037 for the degree of freedom of 32 with the level of significance = 0.05 by applying t-test formula. In addition, the results of data analysis indicate that the students' mean score of the posttest is 79 in experimental class is higher than the mean score of the control class 60. It proves that there is a significant difference of students' reading comprehension that are taught by scanning technique and those who are not taught by scanning technique. Therefore, it concludes that H_a (Alternative Hypothesis) is accepted while H_o (Null Hypothesis) is rejected.

2. There is a significant difference of motivation of grade VIII students at MTs Muhammadiyah Nunu who are taught by the implementation of scanning technique between experimental class and control class in reading comprehension. It is proved by comparing the mean score of students' motivation who are taught by the implementation of scanning technique 73 is higher than those who are not taught by the implementation of scanning technique 68. The computation of data of the questionnaire which were analyzed by using t-test formula indicate that the value of $t_{counted}$ 2.33 is higher than t_{table} 2.037 for the degree of freedom of 32 with the level of significance = 0.05. It means that there is a significant difference of students' motivation who are taught by scanning technique and those who are not taught by scanning technique. It proves that H_a of the research is accepted and H_o is rejected.

Suggestions

Referring to the conclusion above, the writer would like to recommend some suggestions. First, it is suggested for teacher of English to understand and explore each technique which can be used in teaching especially in reading comprehension. Teacher should be more creative to apply more than one technique in teaching as a result; students can fix their problems in studying especially in reading comprehension. The scanning technique is one of particular techniques which can be used by teachers in

teaching how to comprehend a reading text when they do not know the meaning of some words in it. The technique is very useful for students in order they can be helped how to get the specific information of what they read quickly and efficiently. Next, for a future researcheris expected to be able to conduct in-depth research on other problems in reading comprehension by applying scanning technique and another technique which is appropriate in reading comprehension.

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