



INCREASING READING MASTERY BY USING A SCANNING STRATEGY

Gunaldi Masbiran

Academy of Foreign Language (ABA) Persada Bunda, Indonesia
gunaldim81@gmail.com

ABSTRACT

The aim of this research was to find out whether the students' reading comprehension could be improved through scanning strategy at the Second Semester Students of Academy of Foreign Languages at Persada Bunda Foundation in Pekanbaru. The problem was students' low in reading comprehension and lack of knowledge of reading technique. The research was classroom action research. The participants of this research were the Second Semester Students of Academy of Foreign Language at Persada Bunda Foundation in Pekanbaru. They are consisted of 21 students. The other participant was one of the English lecturer as the researcher's collaborator. This research was conducted in two cycles, each cycle consisted of three meetings. The data in this research were divided into two major types namely, quantitative and qualitative data. The quantitative data were gathered through reading comprehension test. The qualitative data were collected through observation, and field notes. The result of the analysis showed that the students grades improved after using the scanning technique. The improvement happened on each cycle at the research. The improvement of students' reading comprehension scores were influenced by factors such as motivation, interest, and classroom atmosphere. Thus, it was conclude that scanning can improve students' reading comprehension. The technique also increases students' speed in reading comprehension that can be used by students of Academy of Foreign Language at Persada Bunda Foundation and others. Therefore, the scanning technique is suggested to be used by the students and lecturer in teaching and learning reading comprehension at the Academy of Foreign Language of Persada Bunda Foundation in Pekanbaru

INTRODUCTION

A. Background of the Problem

Reading is one of the competencies that must be mastered by the students who want to learn English. It is one of the four competencies in mastering language which are writing, speaking,

listening and reading itself. From the researcher's experience and observation done to the students as the English lecturer there were three problems which caused the students' low ability in comprehending reading text found in teaching reading comprehension. The first problem was related to students

themselves. It deals with the passiveness toward reading. It could be identified their attitude from their motivation in reading. They are lack of motivation in reading English. They feel bored in reading comprehension subject.

The second problem was students' comprehension on English reading material. This fact supported by Kustaryo (1988) states that the purpose of teaching English for students in Indonesia is to enable the students to comprehend scientific books written in English. According to Alexander (1988), there are some factors that influence the development of reading comprehension. These include the reading material, vocabulary, the total program of reading instruction, the learner own personality, attitude, interest, motivation and reading habit.

The third problem was related to lecturer's technique of teaching reading. The lecturer usually asked students to read, find the difficult words and answer the questions. Then, he explained the difficult word and answer the questions together. The students felt boring with the teaching technique and was not interested in them.

Carrel (1989) clarifies that to make students become active and get involved in reading activities, it is needed to teach them through various reading strategies because reading with various strategies would make students creative readers.

As a result of low reading technique and comprehension because of the problem mentioned above, students got low score in reading comprehension. In class activity, some of them did not have

self confidence in reading and doing the exercises. Thus, some of them did not do the assignment well, this could be caused by lack of knowledge of reading techniques. Consequently, they often got low marks in reading subject at the end of the semester.

Based on the reasons above the researcher conducted a classroom action research entitle "Increasing Reading Mastery by Using a Scanning Strategy at the Second Semester Students of Academy of Foreign Language at Persada Bunda Foundation in Pekanbaru" of Academy of Foreign Languages at Persada Bunda Foundation in Pekanbaru".

B. Identification of the Problem

Based on the background of the problem above, the researcher identified some problems:

1. The students are still lack of reading comprehension of reading material.
2. The students get low score in reading comprehension subject.

The fact that some of the students were still lack of ability in reading English book, magazine and newspaper, because the students themselves and some others were: lack of vocabulary, reading interest, habit of reading and environment. From lecturer side, lecturer still did not use good teaching reading strategies. Lecturer did not create a good climate in teaching and learning process. Lastly, the method and strategy did not make students interested in learning English.

C. Limitation of the Problem

As mentioned above, there were some problems that the students faced in reading comprehension. However, in this research, the researcher limited his study. He focused on the problem

occurred on students at the Second Semester of Academy of Foreign Languages at Persada Bunda Foundation in Pekanbaru. The problem was students low of reading comprehension in reading subject. Here, the researcher would apply a scanning technique in understanding reading texts and solve the problem.

D. Research Questions

The problem of this research can be formulated in the following questions:

1. To what extent can Scanning improve students' reading comprehension at the Second Semester Students of Academy of Foreign Languages at Persada Bunda Foundation in Pekanbaru?.
2. What factors influence the changes of students' reading comprehension by using Scanning in reading text?.

E. Purpose of the Research

The purpose of this research are:

1. To explain whether the Scanning reading strategy can improve students' reading comprehension at the Second Semester Students of Academy of Foreign Languages at Persada Bunda Foundation in Pekanbaru.
2. To explain the factors that increase reading comprehension of the Second Semester Students of Academy of Foreign Languages at Persada Bunda Foundation in Pekanbaru, through Scanning strategy.

F. Importance of the Research

The result of this research will be expected to give contribution both theoretical and practical values. Theoretically, this research is intended to solve the problems found during teaching and learning process in the

classroom. Practically, it will be beneficial for helping students in improving and understanding their reading skill and comprehension of reading materials.

G. Definition of the Key Terms

1. Reading Comprehension is an activity done by the reader to connect the ideas on the page to what they already know in order to understand and to get the idea of the text through some processes.
2. Scanning is a technique used when a person tries to find a specific item such as a telephone number, a date, a time, etc.
<https://www.stmartin.edu/learningcenter/studyskills/hando...>

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. Reading Comprehension

Reading comprehension is the process of recognition, interpretation and perception of written or printed material. It is also process of communication from the writer to the reader. It involves the recognition of the letter, words, phrases and clauses.

According to Peggy (1990), reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of reading situation.

Nation (1990) suggests that the role of reading is to develop students' language knowledge in several ways. First, reading is essentially an individual activity and therefore learners of different

proficiency level could be learning at their own level without being locked into an inflexible class program. Second, it allows learners to follow their interest in choosing what to read and increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom. Furthermore, he adds that the role of reading is to improve students' reading fluency. Finally, it is intended to develop vocabulary.

Furthermore, Bynes (1998) adds that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills and strategies to determine what the meaning is.

Comprehension means readers' activity in learning to focus on important information. The comprehension check reflects the major idea of the text is in order to help the readers to focus on important information (Markstein, 1981). The theory explains that in comprehending the text, readers should reflect the major idea of the text, so that they can get important information. Comprehension is an active process and the reader must interact and be engaged with the text for it to work well (Kruidier: 2002). In reading, the reader is not passive but he must relate what he knows and what he reads and he has to think to get better comprehension.

According to Adams (2000), in order to improve comprehension, the reader should establish a purpose that help them to get involved in the reading assignment such as reading for pleasure, reading

for special application, reading for general idea, reading to locate specific information, reading to critically evaluate, recognizing and understanding main idea and supporting detail, understanding relationship, critical reading.

Reading comprehension is a process using synthetic and semantic information found in printed text to reconstruct in the readers mind. It is not a passive, receptive activity, but requires the reader to be active in thinking. A competent reader reconstructs a writer message. This construction of a meaning is an interactive process between the reader and the text, because the reader also makes contribution (Devine, 1986).

Furthermore, Clast (2007) states reading competencies are divided into broad categories; that are literal and critical comprehension. The literal comprehension skills are directed actual words written by the author such as selecting topic sentence of paragraph, identifying main idea of a text or passage, identifying the supporting details of text or passage, determining the meaning of words by content.

Brown (1994:291-296) states some strategies for reading comprehension. They are: identify the purpose of reading, use grapheme rules and pattern to said in bottom up decoding, use efficient silent reading techniques for relatively rapid comprehension, Scanning, scanning, semantic mapping, guessing, vocabulary analysis, distinguishes between literal and implied meanings and capitalize on discourse market to process meanings.

According to Muto (1998), reading can influence knowledge of

lexical cohesion, he suggests to use cohesion in reading class at tertiary level and learner should initially be taught a larger productive vocabulary of at least two thousand high-frequency words. Low-frequency words can be acquired while second language learner (L2) are exposed to reading. He also clarifies that the knowledge of discourse organising vocabulary, especially lexical cohesion, helps students in understanding reading text.

Moreover, Mc Whorter (1986:23-24) clarifies that there are some activities for effective reading well such as: a) identifying what is important, b) determining how keys ideas that supported, c) identify the pattern of thought, d) drawing connection the ideas, e) anticipating what is come next and, f) creating the idea to what they are already known.

Based on the above discussion, it can be concluded that reading comprehension has the following indicators: topic, main idea, detail, cohesion and coherence that can be used in reading skill in order to understand reading text and applicable for reading subject, reading text book and any reading materials.

2. Scanning Technique

Scanning is a technique used when a person tries to find a specific item such as a telephone number, a date, a time, etc. For instance, people often scan flight and train schedules, or they scan a page in a telephone book. Scanning involves very rapid movement of a person's eyes up and down a page. When scanning people often focus on the author's

use of organizers such as bold print, lettering, numbering, colors, signal words such as *first*, *second*, and so on. After locating the area on the page that the person desires, he/she may then skim for more information. <https://www.stmartin.edu/learningcenter/studyskills/hando>

...

Scanning involves running your eyes down the page looking for specific facts or key words and phrases. Similarly, scanning skills are valuable for several purposes in studying science:

First, they are an aid in locating new terms, which are introduced in the chapter. Unless you understand the new terms, it is impossible to follow the author's reasoning without dictionary or glossary. Thus a preliminary scanning of the chapters will alert you to the new terms and concepts and their sequence. When you locate a new term, try to find its definition. If you are not able to figure out the meaning, then look it up in the glossary or dictionary. (Note: usually new terms are defined as they are introduced in science texts. If your text does not have a glossary, it is a good idea to keep a glossary of your own in the front page of the book. Record the terms and their definition or the page number where the definition is located. This is an excellent aid to refer to when you are reviewing for an examination, as it provides a convenient outline of the course).

Secondly, scanning is useful in locating statements, definitions, formulas, etc. which you must remember completely and precisely. Scan to find the exact and complete statement of a chemical law., the formula of a

particular compound in chemistry, or the stages of cell division. Also, scan the charts and figures, for they usually summarize in graphic form the major ideas and facts of the chapter.

<http://www.reachoutmichigan.org/learn/skimming.html>

Scanning is typically reading through quickly in search of specific key terms or phrases. Scanning tends to cause you to skip over a larger amount of material than scanning because when you are scanning anything that isn't what you are looking for you bypass and don't even attempt to retain most of it, normally.

Scanning Strategy:

1. State the specific information you are looking for (SI)
2. Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers. (LN)
3. Use headings and any other aids that will help you identify which sections might contain the information you are looking for. (HI)

Selectively read and skip through sections of the passage.

<http://www.google.com/search?q=reading%2Bskimming%2Bresearch&hl=en&start=10&sa=N>

Based on the above discussions, it can be concluded that there are some steps of Scanning that can be applied in teaching reading such as: 1). the title, 2). Find specific information, or the or specific numbers, 3). Try to anticipate how the answer will appear, 4). Quickly read the

paragraph looking for only for numbers, 5). heading and sub-heading, 6). pictures, charts, or graphs, italic or boldface words.

METHOD OF RESEARCH

A. Type of the Research

The researcher used classroom action research in which the researcher used cycles. According to Mettetal (2001:1) states that classroom action research was a systematic enquiry with the goal informing practice in a particular situation. To support this idea, Burns (1995:93) clarifies that the application of facts findings in the classroom action research is the practical problem solving in social situation with a view to improve the quality of action that involves and cooperation of researcher, practitioner and others.

Based on the explanation above it can be concluded that classroom action research is a kind of research that is done by the lecturer to solve the problems found in the classroom. The purpose of the research is to improve the quality of the lecturer and the students' mastery in material to be thought by lecturer in teaching and learning process. Lecturer finds out a solution on how to overcome the problems.

In this research, Scanning research is used. In this case, the researcher and an English lecturer becomes a team who work together to overcome the problem faced in teaching reading.

B. Location and Participant

The location was at Academy of Foreign Languages of Persada Bunda Foundation at Jl. Diponegoro No. 43, Pekanbaru, Riau Province. The participants of this research were the Third Semester Students of Academy of Foreign Languages at Persada Bunda Foundation, in Pekanbaru Municipality. It was done at the third semester students that consists of 20 to 23 students. The researcher chooses the third semester students is based on the observation on daily teaching activity. The students had lack reading comprehension and achievement in reading comprehension subject. Other participant is an English lecturer in the Academy. She helped the researcher to observe the action during the research and observe the researcher while teaching and learning process. She also made the conclusion about the development of each cycle.

Instrumentations

Instruments are used in this research, as the followings:

1. Test

The test was one of the important instruments in this research in order to know the problem and solve the problem of reading by Scanning. The tests were given in this case was pre-test and post-test. The aim of this tests were to know students ability about reading material. The second were post-test to measure how far the students could improve their reading ability in reading and understanding paragraph through Scanning technique. The tests were written test. In this case the students were

expected to understand reading text by reading title and introduction, first sentence in each paragraph, coherence, cohesion, italic and boldface word, and the last summary or conclusion. The tests were made by the researcher. To evaluate students' reading comprehension, the researcher was helped by the collaborator to make the evaluation more objective.

2. Observation

Observation was done by the collaborator while doing the research. It was based on the problem, and the strategy to solve the problem. It was used to record and collect the real information while teaching and learning process during conducting the research. The form of this observation was completed and fulfilled by the collaborator.

In this case, at least three check lists were used such as: check list 1, contains indicator of reading comprehension, check list 2 about Scanning and the last about lesson plan. So that, the collaborator should understand what she was going to do while he conducting the research.

C. Procedure of the Research

The procedure of this research followed the model of classroom action research procedure developed by Kemmis and Mc Teggart (1988). This model used cyclical process. It consisted of four steps, namely; planning, acting, observing, and reflecting or evaluation. The mode cycle figured as follows:

Operationally this research was done in two cycles. Each cycle consist of 3 (three) meetings with four steps. The steps were plan, action, observation and reflection. The next was the prosedure of the research.

a) Plan

In this step the researcher prepared everything needed during conducting the research, such as: Designing the lesson plan which included the activities or steps in applying Scanning technique in teaching reading.

Before coming to the research, the researcher talked the students that he would like to conduct a research in their class and ask for their full participation and cooperation. He explained what kind of research and how to apply it. The researcher also explained the importance of the research for students, lecturer and administrator for the future. The first cycle was conducted in 3 (three) meetings. There was one meeting in a week. The duration of each meeting was 2 x 45 minutes. Thus, there were nine meetings teaching sessions during action research.

b) Action

The second step of this research was action. In this section, the implication of Scanning was conducted. The action and observation in this stage was done by the team. The researcher applied what he has planned in the first step.

c) Observation

The observation was be done by the researcher and collaborator. The collaborator observed the lecturer's and students' activities during teaching and learning process

(action) based on indicator on observation sheet provided. The observation was done by using checklist about students' activities. The point observed was students' activities in reading class in applying Scanning reading techniques. The collaborator observed the teaching and learning process related to Scanning and other factors toward students reading comprehension.

d) Reflection

In this stage the researcher and his collaborator analyzed the feedback of the first action and interpreted the data got from observation. The weakness found in the first cycle has been discussed together with the collaborator to find better solution to be continued in the second cycle.

D. Techniques of Collecting the Data

The data were collected by doing test, and Observation. The observation were conducted by the lecturer as the researcher together with the collaborator. It was done during teaching and learning process at every meeting. The collaborator filled in the checklist provided. The observation was prominently focused on the developments of students' reading comprehension and factors that influenced reading achievement.

E. Techniques of Analyzing the Data

In this case researcher used qualitative research method.

Furthermore, qualitative data were analyzed and interpreted verbally. The researcher explained the changes or developments made by students dealing with their learning reading comprehension and

explain the factors that cause the changes or the developments. The explanation was made based on the graphs from qualitative data. By analyzing the data qualitatively, it was shown what factors make students' reading comprehension increase or decrease which was shown by the graphs. Gay and Airasian (2000:239-241) stated some steps in analyzing qualitative data as the following:

1. Data managing and memorizing
The data was ordered to be studied. This managing data involved creating and organizing the data and checked for completeness and to start the researcher on the process of analyzing and interpreting the data.
2. Reading and memoing
The researcher read the data that had been collected to get sense of data. It is important to write note or underline that seem important for researcher so the researcher would have recorded of his initial thought and sense of data.
3. Describing
The data gotten during the research were described in order to provide detail information about setting, participants, and activities. The aim of this step was to provide a true picture of setting and events that take place of this research
4. Classifying
It means that a process of breaking down the data into smaller unit, determining the import of this unit, and putting the units together again in an interpreted form. The researcher would order the data collected into categories that represent the

different aspect of data. Breaking down the data into categories in different aspect is very important to give interpretation to the data later on.

5. Interpreting

The researcher determined how the result of the students's ability in comprehending the reading is, what aspect make them are able to achieve the abilities, and how the teaching and learning process were during the application of the strategy.

FINDINGS AND DISCUSSION

This chapter discusses about the result of the research from planning, action, observation, and reflection. This research was done in three cycles. There were three meetings in every cycle. Each cycles consisted of four phases. They were planning, action and observation, evaluation or reflection. As explanation in the previous chapter, from the researcher's observation and experience in teaching reading comprehension in the classroom, he found that most of the students were lack of comprehension when they were asked to read especially to read English reading text or reading subject in the classroom.

Based on the problem, the researcher interviewed and asked some questions to the students why they had difficulties in comprehending reading text. There were some answers of the students that made them in that condition. They were lack of comprehension because they did not know how to read English texts and the technique used to comprehend the English text. In other word their condition was as the effect of reading technique.

Cycle 1

1. Plan

Firstly, the researcher discussed about reading comprehension with collaborator. Fortunately, she understood easily about the strategy of scanning technique in teaching reading. So, we decided the time schedule of the research. It was planned that each cycle consisted of three meetings. The first cycle started on 22 September ~ 06 October 2017. The researcher and collaborator prepared some forms of observation checklist to record the student's activities during the process of teaching and learning. The implementation of scanning technique in the first cycle was done by applying the lesson plan and reading text that had been prepared at the planning.

2. Action

The implementation of the action research in the first cycle was done in three meetings, there was meeting a week. In the classroom activity, the researcher as lecturer began the class by greeting the students and took attendance. The lecturer informed the students that he was going to do research and gave pre-test for the students in order to know the students' background about the reading. The result of students' pre-test were corrected by the collaborator. Then, the lecturer explained about how to understand the reading text by giving examples and exercises by using reading text.

After explaining about topic, the students were asked to do the exercise to find all strategies of scanning. While the students were doing the exercises, lecturer and collaborator monitored the activities that were done by students by using observation sheets.

For the second meeting, lecturer came to the class and check the students' attendance. Then the lecturer lead the students' to check students' works and asked them to conclude the understanding of paragraph and collaborator monitored the students activity in learning process by using observation sheet. For the last meeting of cycle 1, lecturer gave more explanation how to find specific information you are looking for (SI), Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers. (LN)

Use headings and any other aids that will help you identify which sections might contain the information you are looking for (HI).

lly, the lecturer gave post test to the students to see how well they could understand paragraph especially in finding topic, main idea, detail, cohesion and coherence. The students were asked to find the reading indicator such as specific information (SI), Looking for Number (LN), Use heading (HI). The highest score for each items is 20, which consisted of five parts for each paragraph. So the total score for one test (a reading text) is 100. The students were successful in determining topic, main idea, detail, cohesion and coherence in paragraph if they got score above 13. The students regarded success in comprehending paragraph if they got score above 65. The test that was given in post-test was the same with the test in pre-test, in order to compare students' competency before and after teaching and learning process. This was also to see how far learning could increase students' ability

in understanding paragraph as the purpose of this research.

3. Observation

To find out what happen in the classroom during teaching and learning process through scanning technique, the researcher also used observation as the data collection techniques. The researcher was helped by the collaborator who observed the activities that are appropriate to a given situation that provide useful information. She collected the data to observe the situation of students while learning in the class.

4. Reflection

Based on the result of observation students activities in learning process and result of post test cycle I, it could be concluded that scanning technique was able to increase students' comprehension in reading text. From the explanation above it can be seen that the students who got score in determining topic above 13 before doing classroom action research were only 14 students (67%), after conducting the research in cycle 1 became 15 students (71%). For main idea, before conducting the research were 14 students (67%), after conducting the research became 18 students (86%). In determining detail, before conducting the research 15 students (71%), after conducting the research became 19 (86%). For cohesion, before conducting the research were 3 students (14%), after conducting the research became 6 students (29%). At last for coherence, before conducting the research were 5 (24%), after conducting the research were 7 (33%).

However, the increasing was not satisfied yet. After the researcher discussed with collaborator so the

research would be continued to cycle 2 by improving technique and strategy in teaching and learning through scanning technique. In this case the researcher would focus on the problem of the way how to do activities in understanding paragraph especially scanning technique and reading a text .

From the analysis of observation of students' activities, there are some problems existed still exist. They were:

1. Students were not actively involved asking question and discussion
2. Some students were just keep silent
3. Lack of students were creativity in learning
4. Students were hard to make conclusion

In conclusion, it could be concluded that some problems could not solved yet. The students were not actively participated yet because they did not understand the way what to do in scanning technique. The students also could not interact among their group member so that they did not get what they hope from learning process. For the next cycle the researcher would explained the principle of scanning technique and paragraph elements such as topic, main idea, detail, cohesion and coherence.

Cycle 2

This cycle started on 20 October 2017 and ended on 03 November 2017. It was done for three meetings. The researcher also prepared the materials and lesson plan. The material are reading texts.

1. Plan

The action plan for this cycle were based on the problems that were

found in cycle 1. The plans were set up such the following:

1. Redesigning the activities in the class with more focused on the appropriate technique in doing learning activity.
2. Prepare reading text that are going to be discussed together in group
3. The teacher gave more explanation about understanding reading or paragraph

2. Action

For the first meeting the researcher came to the classroom chosen based on the schedule and did the teaching procedure that has been stated in the lesson plan. The implementation of the action research in the second cycle was done in three meetings, there was a meeting week which were held on every Tuesday in the evening.

In the classroom activities the teacher started the lesson by saying good evening to the students, and the teacher check students attendance. Then researcher inform the indicator and the target that is going to be reached as long as teaching and learning process by giving information about the result of pre-test and post test in cycle 1 and some weaknesses that was found by lecturer and coloborator in applying scanning technique.

After the teacher explained about scanning tehcinque, the students were asked to discuss in group and researcher distributed the worksheet to each group. Each member of the group has responsibility with their task. While the students were working in the group, researcher and collaborator monitored the activities that were done by students by using observation sheets. The researcher inform to the students that the activities would be continued at the second meeting by presenting the result of their discussion.

For the second meeting, the lecturer came to the class and check the students' attendance. The teacher explained the way how to report the result of scanning technique. Lecturer and collaborator monitored the students presentation in reporting their task by using observation sheet. The next activity, the lecturer and students made conclusion about how to understand scanning strategies. The third meeting, the lectrurer came to the class and checked students' attendance. Then the teacher gave more understand the way how to find State the specific information you are looking for (SI), Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers. (LN) Use headings and any other aids that will help you identify which sections might contain the information you are looking for. (HI)

3. Observation

Observation in cycle 2 was similar in cycle 1. In this case the observation was focused on the students' activities in skimining especially.

Based on the result of observation students activities in discussion activity, there were two problems that was found: (1). Some students still had low participation and did not get involve in learning activity (2). Some students were not actively in doing the exercises, and present the result of the exercises. Based on the result of post-test cycle 2 compared with the result of post-test in cycle 1, the students who got score above 13 in deterimining topic in cycle 1 were 15 students (71%) and cycle 2 were 19 students (90%) and for main idea 18 students (86%) for cycle 2 were 19

students or 90%. For cohesion in cycle 1 6 students (29%) became 16 students (76%) cycle 2. The coherence was 7 students (33%) became 13 students (62%).

It could be concluded that scanning technique was able to improve learning process. From the result of post-test cycle 2, there was increasing score in determining main idea, however in determining topic and detail was decreased. After the researcher discussed with collaborator so the researcher would be continued to cycle 3 to improve some problem that found in cycle 2. The problems were:

1. Few students still had low participation and did not get involve in teaching learning process.
2. Few students were not brave enough in giving comment, and present the result and result in exercises.
3. In understanding paragraph, it was still hard for students to get specific information (SI), Looking for Number (LN), Use hedaing (HI). Based on the problem above, the activities that would be done in cycle 3 is to help the students who get low score by giving them encouragement to be active in learning. Another activity that would be emphasized in next cycle is to explain more the way to undestand paragraph especially paragraph elements (topic, main idea, detail, cohesion and coherence).

4. Reflection

The researcher and collaborator discussed and evaluated the use of scanning technique in the third cycle. After doing the reflection, the researcher concluded that the problem that he faced in the second cycle had been solved. The researcher found that there were the improvement of students'

learning process and also increased the students achievement. The finding indicated that teaching reading through scanning technique to students of Academy of Foreign Language at the third semester students could improve learning process and students' comprehension of learning English reading text.

Based on the reflection, the researcher and collaborator agreed that the action research in applying scanning technique for students at Academy of Foreign Languages of the third semester students was succesful enough. Therefore, the researcher and collaborator decided to end this research after doing the action in this third cycle.

B. Discussion

Based on the researcher's observation, test, and questionnaire in three cycles, which had done for 9 meetings, he would like to discuss his finding. After applying scanning technique at the Second Semester Students of Academy of Foreign Languages, the researcher found that scanning technique could improve students' reading comprehension. In this case, it could be seen from the result of students achievement and students' activities in scanning reading technique.

From the table above, the number of students who were participated in reading comprehension before doing the classroom action research were still low. They were not involved in scanning technique well. Most students could not find yet reading indicator in understanding reading text. In conclusion, the problem of using scanning technique and understanding reading text and indicator such as topic, main idea, detail, cohesion and coherence had not been solved yet.

In cycle 2, the number of students who had participated and involved in teaching and reading technique by using scanning, they could understand about reading technique and run a good discussion in solving reading text, so learning process run well. It could be seen from the result of observation done by collaborator and researcher. Beside the number of students who had understood about determining topic, detail, cohesion and coherence were still low. It could be seen from the test result in cycle 2 compared with the result in cycle 1.

However there were still few students not participated in applying scanning technique, the cause was the students' background about English. In other word, many students were participated and active in doing their task through scanning. It was indicated that scanning improved their learning process and also increased their achievement in comprehending reading text especially in determining paragraph element (reading indicator). By using scanning technique encourage this progress. So the students were active, interested and participated in reading activities, these assumption were based on some reasons:

First, the students got difficulties in reading task especially in understanding scanning technique. The lecturer tried to discuss with them about the use of scanning and reading indicator. Finally they realized and the problem could be solved in the cycle 3. Second, the students worked reading exercise well and discussion. They could discuss, interact, and help one another to solve the problem by asking to their friends, especially in understanding reading text. To see more clearly about the progress or improvement of each student result about reading comprehension of reading

texts, it could be seen the following table:

Tabel-1
Students' Mark for Each Cycle
Students' Reading Comprehension Mark for Each Cycle

NO.	Students' Code	Students' Mark		
		Pre-test	Cycle 1	Cycle 2
1	A	68	69	80
2	B	67	84	87
3	C	52	56	77
4	D	71	65	79
5	E	79	78	70
6	F	49	61	75
7	G	55	71	85
8	H	54	71	83
9	I	59	73	81
10	J	66	66	80
11	K	59	75	88
12	L	66	68	72
13	M	59	85	82
14	N	72	61	76
15	O	47	80	76
16	P	65	56	71
17	Q	61	69	75
18	R	64	84	85
19	S	38	66	71
20	T	60	68	78
21	U	48	68	72
	Total	1259	1474	1643
	Average	60,0	70,2	78,2
	Percentage	33	81	100

In conclusion, classically the students' mark in reading comprehension were increased. In pre-test was 7 students (33%), in cycle 1 was 16 students (76%), in cycle 2 was 21 students (100%).

On the observation, the improvement has been achieved through the process indicated as follow:

1. Students could follow teaching and learning process well.

2. Students were active in teaching and learning process.
3. Students were able to work together.
4. Every students were able to present the result of their work.
5. Scanning technique was able to increase reading comprehension speed.
6. Scanning could make them easy in understanding and comprehending reading text.
8. Teacher should monitor and guided the students while implementing reading material.
9. It was hoped that the lecturer always encourage unmotivated students to be active.

In this case, there was one activity that was still less, it was about the braveness of students in giving comment and ask question in teaching and learning process in the classroom. Next, from the result of questionnaire in table 3 about scanning technique given to the Second Semester Students' of Academy of Foreign Languages of Persada Bunda Foundation in Pekanbaru could be obtain information that:

1. Scanning could be encourage the students to be active in teaching and learning process
2. Scanning could develop students ability in comprehending reading text
3. Scanning could shorter the time in reading.
4. Scanning could increase students motivation in reading english reading text.
5. From the result of this research of this research was found that there were some cases should be considered in applying reading technique especially in scanning namely:
6. Scanning technique could be not be used in deep comprehending reading text.
7. Scanning technique could be used for pre reading technique.

From the data above, test result, observation, it could be concluded that the applying scanning technique could improve comprehension reading text at "The Third Semester Students of Academy of Foreign Languages of Persada Bunda Foundation in Pekanbaru. It could produce students' reading comprehension, it could be identified from the increasing students' marks after doing reading test. So, the result of this research is the line with theory that scanning created meaningful learning process in developing students' mind.

According to Kagan (1992) stated that scanning technique is language learning strategies to increase students' reading comprehension and motivation in comprehending reading text. Scanning technique can increase students' reading speech and comprehending reading material easily and encourage them to reading English reading text. This research related to other finding that scanning technique can improve students' reading comprehension achievement.

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the result of this research that was conducted in three cycles, it can be concluded that:

1. Scanning also increase students' reading comprehension. It can be seen from the result of their test for every cycle. Their mark is better than before applying

- scanning technique. Scanning technique improved teaching and learning process at the Third Semester Students' of Academy of Foreign Languages. They are brave enough to ask question, give comment, got the conclusion about the task given by themselves, and share idea among their friend.
2. The factors that influence the changes reading comprehension by using scanning technique:
 - a. The students knew about topic, main idea, detail which found in the reading text.
 - b. The students could know and find about cohesion and coherence in reading text well.
 - c. Classroom atmosphere made them interest in study and read English reading text.
 - d. The reading texts given to them were familiar to them to understand.

B. Suggestions

Based on the findings and discussion above, the researcher suggested:

1. English lecturer can use scanning technique to make reading comprehension easier for students.
2. English lecturer should provide strategy for teaching by scanning technique and provide students with valuable exercise and reading material.
3. In applying scanning technique, it is suggested that the English lecturer pay more attention to students activities in group discussion.

4. The lecturer should provide the students with reading texts that are relevant to their education, experience and knowledge.

Bibliography

- Adams, W. Royce. 2000. *A Guide for better Reading and Self Teaching Guide*. New York: Mc. Graw Hill Coy.
- Alexander, J Estill, (Ed). 1988. *Teaching Reading (3rd ed)* London: Scot Foresman and Comp.
- Arikunto, Suharsimi. 2008. *Metodologi Penelitian*. Edisi Revisi VI. Rineka Cipta: Jakarta
- Brown, H Douglas. 1994. *Teaching by Principle. An Interactive Approach to Language Pedagogy*. New Jersey: Prantice. Hall Regents.
- Burns. Robert. B. 1995. *Introduction to Research Methods*. Sydney: Longman Australia Pty. Ltd.
- Carrell, P. (1989). Metacognitive awareness and second language reading. *The Modern Language Journal*, 73, 121-134.
- Clast. 2007. *Reading Comptencies Tested on Standardized Exams*. <http://www.lit.msu.edu/vpllnuml/chun-plass>. Retrieved on 20 August 2009
- Devine, Thomas G. 1986. *Teaching Reading Comprehension from Theory & Practice*. Boston: Allyn and Bacon
- Fry, B. Edward. 1978. *scanning & Scanning*. New York: Jamestown Publishers

- Gay, R.L. and Airasian. 2000. *Educational Research*. New Jersey: Prentice Hall
- Gates, Barbara. 1997. *Using Cohesion and Coherence Models for Text Summarization*. Reston: The Mitre Corporation.
- Grellet, Francoise. 1981. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. London: Combride University Press.
- Johnson, Adrew P. 2005. *A Short Guide to Action Research*. New York: Pearson, Education Inc.
- Jonsson, Arne (Eds). 2008. *Using Language Technology to Improve Interaction and Provide Skim Reading Abilities to Audio Information Services*. Amsterdam: IOS Press.
- Kemmis & Mc. Taggart. 1988. *The Action Research Planner*. Sydney: Deaking University Press.
- Kustaryo, Sukirah. (1988). *Reading Techniques for College Students*. Jakarta: Departemen Pendidikan dan Kebudayann Direktorat Jendral Pendidikan Tinggi.
- Markstein, Linda. And Louise Hirasawa. 1981. *Developing Reading Skills*. Messachusetts: Newburry House Publisher.
- Mettetal, Gwynn. 2002. *Improving Teaching Through Classroom Action Research*. South Bend: University of Illinois.
- Mc Whorter, Kathleen. T. 1986. *Guide to College Reading: Boston*: Little Brown and Company.
- Nation, LSP. 1990. *Language Teaching Technique*. Wellington, English Language Institute: Victoria University.
- Peggy, Altoff. 2001. *Anticipation Guides Reading Instructions*. Retrieved on January 11, 2008 at <http://www.learnnc.org/glossary/anticipation.guide>
- Wikipedia, the free encyclopedia: *scanning (reading)*. Retrived on August 2, 2009 at [http://en.wikipedia.org/wiki/scanning_\(reading\)](http://en.wikipedia.org/wiki/scanning_(reading))
- Winfield, Janet. 1999. *How to Teach Scanning and Scanning*. London: the Basic Skills Agency Commonwealth House.
- Yuen, Tai Wong. 1993. *Textual Cohesion and Reading Comprehension*. Retrieved on October, 15, 2009 at <http://www.fed.cuhk.edu.hk/en/cumphil/93tywong/conclusion.htm>
- <https://www.stmartin.edu/learningcenter/studyskills/hando...>
- <http://www.reachoutmichigan.org/learn/skimming.html>