

The Use Of Scanning Method To Improve Students' Reading Comprehension

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ABSTRACT

This study aimed at improving the students' reading comprehension by using scanning method in the process of reading teaching and learning at tenth grader of SMK Teknikom Bekasi. This research used Classroom Action Research (CAR) which in conducted to solve the student's problem in English reading. The Classroom Action Research (CAR) was done based on Kemmis and Mc Taggart design.

This research consisted of two cycles in which cycle consists of planning, action, observation and reflection. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, the quantitative data were obtained from the student's score of pre-test and post-test. The researcher enhanced the trustworthiness of the data and the subjectivity by using the two forms of triangulation: time and researcher triangulation.

The result of two cycles showed that the use of the scanning method could improve the students' reading ability. The students got improvements ability in find the word quickly. In the class X TKJ C which 33 student all student get score above KKM and get result of the average score of the students is 82,61. Moreover, through the scanning method, the students were motivated to be active in classroom activities. They were actively involved in the process of teaching and learning. This condition stimulated the students to work based on their own actual capability. Thus, the students got more experiences and improved their achievement.

Keywords: Reading Comprehension, Scanning Method, CAR, SMK, English Text

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INTRODUCTION

Reading is an important skill that should be learned by students because it is a way to share information and ideas to other people in a reading form. The reader can understand the information in a text if she/he gives clear explanation. In this way, the students need to know how to read understandably and effectively.

Reading a good text is not easy to do for some students because they have to consider several things during reading process. They should consider carefully about pronounce, fluency, accuracy and intonation. It is a problem that will be faced by the students when they start to read English text. On the other hand, the students also need time to think about how to spell the word. There are some methods and techniques that are usually used in teaching reading. However, either methods or techniques have strength and weakness.

Scanning method can be used to solve the students' difficult in reading. In this case, the writer intends to prove the effectiveness of using scanning method on students' reading skill. Scanning is a

reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

There are two reasons why the topic is chosen. First, based on the writer's observation when teaching reading text in Practice Teaching, students still have

difficulties to read carefully using pronounce and fluently read the text because they do not know how to spell the word. Second, based on the writer's observation Language service, it is assumed that a scanning method can be a key to the success in teaching reading to support the learning process to be effective and innovative.

First, confidence is needed to read a text. We need to tell what their reading purpose is, give them clear instruction about how to achieve it and explain how long they have to do this.

Second, when we ask students to read their own, we need to give them space to do so this means restraining ourselves from interrupting that reading, even though temptation may be to add more information or instructions while students are reading we can observe their progress since this will give us valuable information about how well they are doing individually and collectively.

Third, when our students have completed the task, we can lead a feedback session to check that they have completed it successfully. We may start by having them compare their answers in pairs and then ask for answer from the class in general or from pairs in particular. Students often appreciate giving paired answer like this since, by sharing their knowledge, they are also sharing their responsibility for the answers. When we ask students to give answer, we should always ask them to say where in the text they found the relevant information. By the reason above, the researcher would conduct a study entitle "The Use of Scanning Method to Improve Students' Reading Comprehension of The Tenth Grade of SMK Teknikom Bekasi".

METHOD

Classroom action research (CAR) has many definitions. It is expanding time by time, but basically emphasize of the definitions of classroom action research are almost same. According to Mills (2003), action research is gathering information about how their particular schools operate, how they teach, and how well their students learn. It has any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching and learning environment. In addition, Koshy (2005) states that action research is an enquiry which is carried out in order to understand, evaluate and then modify educational program in order to improve educational practice.

The main objective of action research is to improve unpleasant condition in the teaching-learning process. It is called action research process if only it goes through four steps: Planning, Action, Observation, and Reflection (Kemmis & Mc Taggart). These moments are the fundamental steps in action research process. Classroom Action Research (CAR) is step to discover effective teaching learning methods and also to train teachers to think reflectively of their profession and performance. it

also one of the most innovative approaches in the education field. It is conducted not only to Action research can be taken by the researcher with the school member in order to change what is going on in the classroom. In the research, the writer collaborated with the English Teacher.

In doing this action research, the researcher considered phases which were involved in each cycle. Those were planning, action, observation, and reflection. Every phase was done based on (Lewin, 1946; Koshy, 2005) ideas on the research. This study was conducted in X TKJ C class of SMK Teknikom Bekasi. This action research was conducted through collaborative work among research team members. The study was conducted collaboratively with the English teacher, the researcher, and the students of Class X TKJ C class of SMK Teknikom Bekasi.

This classroom action research was conducted at the X TKJ C class of SMK Teknikom Bekasi. The subject is the tenth grade students from March to June 2025. The students get difficulties in studying English of reading. Classroom action research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classrooms. The researcher uses classroom action research because it can create enjoyable atmosphere during the reading class so that the students will not feel bored and attracted with the reading class. By creating a good atmosphere in the reading class, it will help the students in understand the texts so that it will enhance their knowledge.

The data was collected by test and observation. Observation was done to know the students' attitude during the research. Meanwhile, qualitative data was taken from students' score in pre-test, treatment, and post-test. The data in pre-test was taken the students' reading comprehension before treatment. In action, the data was collected. The data was to know students' development during treatment. Then, post-test was taken to know students' ability in reading skill after giving treatment.

This research was conducted based on classroom action research since it was to improve the quality of teaching and learning. It was conducted to know the process how documentary program could improve the reading comprehension of the students. An action research is about improving practice rather than producing knowledge.

The research was conducted to understand how a documentary program could improve students' reading comprehension. Action research is focused on improving practice rather than merely producing knowledge. Reading itself is a process of conveying messages or information, where the reader not only understands what they read but is also challenged to respond to the writer's ideas. Conceptually, reading allows individuals to grasp information and ideas, while operationally it involves more specific skills such as responding to symbols in graphics, understanding language elements, recognizing the meaning of words and sentences, identifying the main idea, supporting sentences, and detailed information. To measure these aspects, the grading instrument used was a set of descriptive text test sheets administered in the form of pre-test, action, and post-test. Both the pre-test and post-test were presented in multiple-choice questions to evaluate students' comprehension progress.

Types of Instruments

The instruments for collecting data in this study were test instruments. A test is a learning outcome assessment tool used to evaluate and measure students' mastery of the teaching materials in accordance with the learning objectives. In this study, the test was specifically used to measure the level of students' reading comprehension. Two kinds of tests were administered, namely the pre-test and the post-test. The pre-test was given before the researcher conducted the action, while the post-test was administered after the cycle was completed.

Test Instruments

The form of the test instruments consisted of essay questions about descriptive text. Each student's answer was analyzed, and the scores from each question were combined to obtain an overall score. This total score was then processed to determine the final result and analyzed further to check whether it met the specified indicators of mastery learning in this study. To measure the improvement of students' reading comprehension between the pre-test and post-test, the researcher used the standard of six by Gronlund.

Validity of Instruments

A research instrument is a tool used by researchers to collect data in order to make their work easier and to obtain more accurate, complete, and systematic results. With valid instruments, the collected data becomes easier to process and analyze. Research instruments may take the form of questionnaires, observation lists, or tests. In this study, the researcher used an observation checklist and a test.

Observation Checklist

In designing the observation checklist, the researcher listed several observable student behaviors that reflected their understanding of the material. These behaviors were identified through students' activities and responses during the teaching and learning process.

Test

The researcher also used a test in the form of essay questions to measure students' reading comprehension improvement. This type of test was chosen because the scoring process could be conducted more quickly and easily. The scores obtained from both the pre-test and post-test were then analyzed to evaluate students' progress.

Validity of Data

To ensure the validity of the data, the researcher applied qualitative data analysis. This involved observing students' activities during the teaching and learning process and conducting interviews before and after the Classroom Action Research (CAR). Furthermore, in analyzing the qualitative data, the researcher calculated the average of students' reading scores in one cycle to strengthen the findings.

FINDING AND DISCUSSION

Finding

Precycle

The observation conducted in this study was unstructured observation. The researcher asked the questions divided into three categories of questions, involving the general conditions in English class, especially in reading learning, the strategy in teaching reading used by the teacher, and the difficulties faced by the students in learning and asked about Scanning Method to improve students' reading ability. It was held on March 4th 2025 started at 09.15 a.m. and finished at 10.15 a.m.

The researcher conducted observation to identify the problems that were found in the English teaching and learning process of class X TKJ C at SMK Teknikom Bekasi and interviewed the collaborator to support the information gained through the observation. After observing the teaching learning process and interviewing the collaborator and some students, the researcher and the collaborator identified some field problems that were found in the English teaching and learning process.

The observation was conducted to observe the process of teaching reading skills before implementing the action. It was held at X TKJ C class of SMK Teknikom Bekasi in the academic year 2024/2025. There were 33 students in this class. The pre-observation was conducted on 4th March 2025. It started at 08.15 a.m. and finished at 10.15 a.m. The researcher observed and took notes about teaching learning activities. It could be concluded that most of the students in the second year of SMK Teknikom Bekasi had difficulties in learning reading skills.

The pre-test had been done before the classroom action research (CAR). It was conducted on Tuesday, 9th March 2025. It started at 08.00 a.m. and finished at 08.30 a.m. Students should answer 20 questions in essays for only 10 minutes. Based on the result of pre-test, the data showed that the mean score of pre-test was 65.91. There were only 11 students or 33.33% of the students who gained the score above the Minimum Mastery Criterion (KKM), meanwhile the other 22 students were below that criterion.

Cycle 1

The problems that had been identified earlier, the researcher together with the collaborator prepared several action plans as efforts to solve the issues. The main focus of these actions was on implementing the Scanning Method to improve the students' reading ability. The planning began with the preparation of lesson plans that contained the material on descriptive texts. In the lesson plan, the researcher outlined the teaching and learning steps that would be carried out in the classroom.

The next step was planning to provide students with an example of a descriptive text. The researcher would then explain about descriptive text and its generic structure so that students could understand the basic concept of this type of text before applying reading strategies. Furthermore, the

researcher planned to teach the students how to comprehend descriptive texts more effectively by introducing the Scanning Method. This method was expected to help students quickly locate the main information within the text.

The following plan was to make the students practice the Scanning Method while working on descriptive texts provided by the researcher. Through practice, students were expected to become more familiar with identifying key words and essential information in the text. In addition, the researcher planned to ask the students to first survey the text, and then generate questions based on its content. This activity would help students focus on understanding the passage while applying reading strategies. The next activity was asking students to answer the questions given. After completing the task, the researcher and the students would discuss the answers together to strengthen their comprehension and clarify any misunderstandings.

The plan also included an activity in which students were asked to find specific words or information using keywords. This practice was designed to train their skills in locating detailed information quickly in line with the principles of the Scanning Method.

The actions were carried out in two meetings during Cycle 1, on Tuesday, June 9th, 2025 and Thursday, April 11th, 2025. In the first meeting, the researcher introduced the Scanning Method, starting with class conditioning, greetings, recalling students' prior knowledge about descriptive text, and group work. The students were actively engaged and showed enthusiasm during the activities.

In the second meeting, the students continued practicing descriptive text comprehension using the Scanning Method. The activities included group discussions supported by pictures as learning media. Afterwards, each group presented their work, and the researcher gave an individual post-test to ensure accountability. The results showed that the mean score was 69, with only 36.36% of students achieving the Minimum Mastery Criterion (KKM). Based on this reflection, Cycle 1 was declared unsuccessful, and the researcher decided to continue with Cycle 2.

Cycle 2

In Cycle 1, several actions had been discussed and implemented to improve the reading ability of the X TKJ C students at SMK Teknikom Bekasi. However, based on the reflection, some weaknesses were still found. Therefore, in Cycle 2, the researcher decided to repeat similar activities while adding some new ones in order to make the teaching and learning process more engaging and to ensure significant improvement in students' reading comprehension.

The main action in Cycle 2 was still the application of the Scanning Method. During Cycle 1, a few students tended to make noise and were reluctant to work with their groups. To overcome this, the researcher rearranged the students' seating to reduce disturbances and increase focus. The researcher

also strengthened his role as a classroom controller by closely monitoring and guiding students during group work.

Another adjustment made in Cycle 2 was the restructuring of group tasks. Groups of four students were first divided into pairs to complete specific tasks, and then the pairs shared their results with the whole group. This strategy maximized the role of each individual while still promoting collaborative learning. The researcher also spoke more slowly and clearly to ensure that instructions were well understood.

To create a better classroom atmosphere, the researcher added several new activities such as round table brainstorming, numbered heads together, and group discussion followed by an individual quiz. These activities were intended to make the learning process more interactive and enjoyable, while still focusing on reading comprehension.

In the first meeting of Cycle 2, held on April 15th, 2025, the researcher greeted the students, checked attendance, and then implemented the round table brainstorming activity. Students were divided into groups of four and asked to identify key words from a descriptive text. Each student wrote down their ideas on paper, and then discussed them with their group before submitting the task collectively.

The second activity in this meeting was the numbered heads together method. Students worked in pairs to answer questions from a descriptive text, then compared answers in their groups. Each group member was required to understand all answers, as the researcher randomly called on students (based on their assigned number) to respond. This method encouraged accountability and reduced disruptive behavior.

Students responded positively to these activities. Even those who had been noisy in Cycle 1 became more attentive because they might be called upon to answer. By working in groups and pairs, they could ask questions, clarify confusion, and support one another. The meeting ended with a class summary, a prayer led by the class captain, and the researcher's closing greeting.

The second meeting of Cycle 2, conducted on June 16th, 2025, followed a similar structure. After greetings and attendance, the researcher reminded students of the previous lesson and then conducted group discussions followed by an individual quiz. Students, grouped heterogeneously according to proficiency, read descriptive texts in pairs and then discussed them with their whole group.

The group discussions helped students share knowledge and ensure that all members were prepared for the quiz. After the quiz, the researcher checked the answers together with the class. The meeting concluded with a post-test in multiple-choice form. Finally, the researcher summarized the activities and closed the session with a prayer. The results showed that the average post-test score increased to 81.39, with 87.88% of students scoring above the Minimum Mastery Criterion (KKM).

The reflection of Cycle 2 indicated that the actions were successful. Unlike Cycle 1, where the average score was below the KKM, in Cycle 2 the students achieved an average of 81.39, surpassing the

required standard. The improvements demonstrated that the Scanning Method, combined with interactive group strategies, effectively enhanced students' reading comprehension and classroom engagement.

Discussion

In this part, the researcher presents the results of students' scores obtained from the pre-test, post-test in Cycle 1, and post-test in Cycle 2. The data illustrate the improvement of students' reading comprehension through the implementation of the Scanning Method. It shows the students' reading comprehension scores in Cycle 2. The total score achieved by the 33 students was 2686, with a calculated mean score of 81.39. This indicates a significant improvement compared to the results of the previous tests. The data also show that the majority of the students successfully reached the Minimum Mastery Criterion (KKM).

Table 1. Students' Mean Score

Pre-test	Cycle 1	Cycle 2
65.91	69	81.39

The next, Table 1. provides the students' mean scores from the pre-test, Cycle 1, and Cycle 2. The mean score increased from 65.91 in the pre-test, to 69 in Cycle 1, and finally to 81.39 in Cycle 2. This steady improvement highlights the positive effect of the Scanning Method on students' reading comprehension ability.

Table2. Students' Percentage Score Improvement

Pre-test	Cycle 1	Cycle 2
33.33%	36.36%	81.39%

In the pre-test, table 2. only 33.33% of students passed the KKM. This slightly increased to 36.36% in Cycle 1. However, in Cycle 2, the percentage rose sharply to 81.39%, showing that a large majority of the students successfully met the standard. The improvement is also clearly illustrated in Figure 7, which shows the students' mean score progression across the pre-test, Cycle 1, and Cycle 2. The graphic demonstrates a consistent upward trend, indicating that students gained better comprehension skills after each cycle of action.

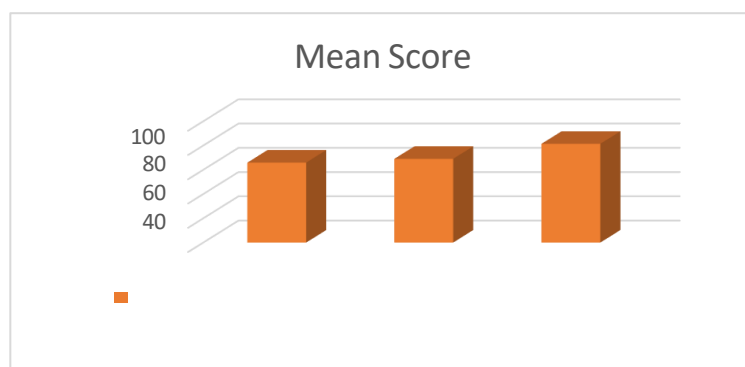


Figure 7. The Students' Mean Score Improvement

Similarly, Figure 8 presents the percentage of students who passed the KKM in each test. The percentage was 33.33% in the pre-test, 36.36% in Cycle 1, and 81.39% in Cycle 2. This significant increase shows that the majority of students improved their reading comprehension ability and reached the expected mastery level.

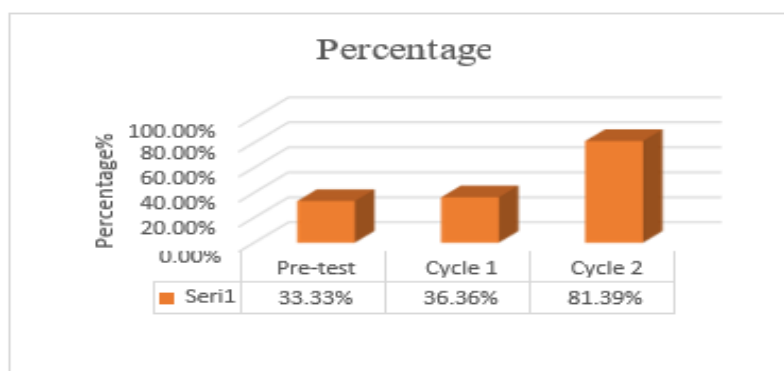


Figure 8. The Students' Percentage Score Improvement

From the results above, figure 8, it can be concluded that the Scanning Method successfully improved students' reading comprehension in class X TKJ C of SMK Teknikom Bekasi. The consistent increase in mean scores and the sharp rise in the percentage of students who passed the KKM from Cycle 1 to Cycle 2 strongly prove that the strategy was effective and beneficial for the students.

CONCLUSIONS

The researcher concluded that applying the Scanning Method in teaching English effectively enhanced students' reading comprehension. This was evident from the pre-test and post-test results, where the students' mean score increased from 66.04 in the pre-test to 82.61 in the post-test, surpassing the Minimum Mastery Criterion (KKM) of 75. The results clearly indicate a significant improvement in students' reading ability through the use of this method. Moreover, the Scanning Method encouraged students to become more motivated, confident, and active during reading activities, as they found the lessons more engaging. With its variety of activities, this method also proved to be practical and effective for teaching large classes.

The results of the study, it was found that the Scanning Method is one of many strategies which encouraged the students to improve their ability of reading. When they could improve their reading ability, they would be able to understand a text they read and grab information within the text easily. This study has proven that the students' reading comprehension improved after the researcher implemented some actions in the classroom. From the findings above, it can be implied that the teacher should use this strategy because it has some benefits in teaching reading and can improve the students' comprehension because they have mastered the skills of reading. It is also suggested for other English teachers to use this strategy in the classroom in the reading teaching and learning.

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