
THE EFFECT OF SCROL (SURVEY, CONNECTION, READ, OUTLINE, AND LOOK BACK) STRATEGY ON THE STUDENTS' READING NARRATIVE TEXT AT GRADE VIII SMP SWASTA PTPN IV BAH JAMBI**Semaria Eva Elita Girsang¹, Sepwaningsih Silalahi²**Dosen Pendidikan Bahasa Inggris, Mahasiswa Pendidikan Bahasa Inggris
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This study aims to find the effect of the SCROL strategy (survey, relationship, reading, outline, retrospect) on the reading narrative of grade VIII students at PTPN IV Bah Jambi Private Middle School. There are several reference sources used in writing this research journal as well as conducting direct research on class VIII students of PTPN IV Bah Jambi Private Middle School. T.P. 2020/2021. Based on the results of data analysis, it was found that the SCROL strategy (survey, relationship, read, outline, look back) had a beneficial effect in improving students' narrative reading skills on the SCROL strategy (survey, relationship, reading, outline, looking back).

Key Words: Reading, Narrative Text, SCROL Strategy.

1.INTRODUCTION

Universally, language is a tool of communication. Language consists of many types and one of languages which are widely used is English. English is an international language which is used by millions of people in the world. English consists of four skills; they are reading, writing, listening, and speaking. From those skills, reading is one of the most important skills that should be mastered by students because this world is full of texts. We are always faced with them. We cannot run away from the texts, because we need to read them for many purposes and different purposes. Students are also staffed with many texts. The texts they always read appear in Indonesian language and in English. Students should read those texts for learning. They read texts to search information. Some students do reading to answer their assignments. Some students read texts for pleasure, like reading novel, mysteries, comics, biographies, or whatever they want. So, we need to read text in our daily life because reading text is reading the world.

Reading is an activity of constructing understanding from texts. To construct information from text, students should always practice reading, because the best way to improve their reading requires lots of practice. As stated by Duffy (2009:8), Reading is power, because through students, reading students can see that they will impact their world. Moreover, Reid and Lienemann (2006:165) defined that Reading is one of the most important skills students gain in school. No student can succeed without well-developed comprehension skills. Improving a student's comprehension of text can have a positive and lifelong impact on learning outcomes. Then, Andrews, quoted in Dean (2004:74) argued that Reading is seen to be the foundational capability in the acquisition of literacy. So, reading is very important for human beings, especially for students. In the same opinion, Westwood (2001:10) informed that Readers who understand what they are reading can more easily go beyond the given information on the page in order to predict, infer and make connections.

Unfortunately, reading English text is not easy like we read in our native language (Indonesia). Reading in Indonesian language may be easily done, but not for reading English texts. In reading English, we have to know the meaning of vocabularies and we also have to know the grammar and the structure of the text, at least, because English and Indonesian language are different; different in words, grammar or structure, pronunciation, stress, spelling, and intonation. These differences, of course, cause difficulties for Indonesian

students to read English and they always loose understanding of English texts. As stated by Dean (2004:79), reading is a complex, intellectual endeavor, requiring the reader to draw on a range of meaning-making skills. Moreover, Broughton, et.al (2003:89) argued that reading is a complex skill and it involves a whole series of lesser skills.

Because reading English is not as easy as reading Indonesian language and due to reading is a complex skill which needs a whole series of lesser skills, many students find difficult to read. From the writer's experience in teacher-training at SMP Swasta PTPN IV Bah Jambi, the writer found that there are a great amount of students who cannot read English text. They cannot pronounce the vocabularies well because they tend to read those vocabularies as in their native language. Almost students cannot comprehend information from the text because they are lack in vocabulary. Their intonation is weak. The students cannot outline the major ideas in every paragraph. Most of students do not have any enthusiasms in reading English and they always feel boring because their teacher always staff the students with a task to answering questions based on a reading text and the teacher always asks the students to translate the text into Indonesian language without telling what is the text for. These phenomena should be prevented. Teacher should be accustomed using appropriate reading comprehension strategy so that students' difficulties can be overcome.

Based on the backgrounds above, the writer intends to do a teaching-learning experience of improving students' reading comprehension by using SCROL (Survey, Connection, Read, Outline, and Look back) Strategy and the writer uses this strategy because this strategy enables students to take notes while they are reading and helps students remembering important information. As stated by Reid and Lienemann (2006:50), SCROL is a reading comprehension strategy designed for students in middle and upper grades to help them to read and understand textbooks and a variety of source books. The strategy encourages students to use text headings to aid their comprehension and help them find and remember important information. So, the writer formulates the title of this research as: The Effect of SCROL (Survey, Connection, Read, Outline, and Look back) Strategy on the Students' Reading Narrative Text at grade VIII SMP Swasta PTPN IV Bah Jambi.

The problem of this research is: "What effect the SCROL Strategy gives on the students' reading Narrative Text at grade VIII SMP Swasta PTPN IV Bah Jambi?The purpose of this research is to find out the effect of SCROL Strategy on the students' Narrative Text at grade VIII SMP Swasta PTPN IV Bah Jambi.

The scope of this research focuses on the use of SCROL Strategy on the students' reading Narrative Text. It is also limited at grade VIII students of SMP Swasta PTPN IV Bah Jambi in academic year 2020/2021. This research could give description of reading comprehension, Narrative Text, difficulties in reading, and SCROL Strategy to all people who read this thesis. Then, practically, this research may give contributions of SCROL Strategy for all readers.

II. REVIEW OF RELATED LITERATURE

Teaching reading comprehension is teaching the students how to read text well and comprehend the text because the goal of reading comprehension. But, teaching reading comprehension is not just answering question from any text, but also how to understand the whole information in the text. Teaching reading comprehension should be done steps by steps. As stated by Broughton, et.al (2003:98), teaching reading should be started from teaching the mechanics. Broughton, et.al (2003:102) stated that teaching reading comprehension should also be focused on the aspects of reading; all the various kinds of relationship, between words in the text, between grammatical constructions, between logical and rhetorical elements, between the author and the reader and the text should be covered by the questioning.

In teaching reading comprehension to the students in the classroom, teacher should use appropriate strategy to help students improving their reading comprehension. As stated by Oxford, Anderson, Chamot and O'Malley, in Nunan (2003:76), Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use. This definition underscores the active role that readers take in strategic reading. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime consideration in the reading classroom.

Concept of Reading

Reading is not a strange word for students anymore. It is one of language skills that they learn in school. It is also a good skill to empower students' literacy because students, who read more, get the most information from the world. As stated by Duffy (2009:8), Reading is power, because through our reading we can see that we will impact our world. Moreover, Reid and Lienemann (2006:165) identified that Reading is one of the most important skills students gain in school. No student can succeed without well-developed comprehension skills. Improving a student's comprehension of text can have a positive and lifelong impact on learning outcomes.

In addition, Anderson in Nunan (2003:68) argued that Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. For Dean (2004:74), Reading is seen to be the foundational capability in the acquisition of literacy. In other hands, Gagne, Yekovich&Yekovich, in Westwood (2001:13) stated that skilled reading is a highly complex capability involving many component processes and extensive knowledge. So, it is concluded that reading is the way to construct information from the written text.

Reading Comprehension

Reading is the process of constructing information from the written text and the purpose of reading is the comprehension of the message in the written text. As cited in National Reading Panel, quoted in Chard and Santoro (2008:1&4), Comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. Comprehension occurs when a student integrates new information with their prior knowledge. According to Duffy (2009:14), Reading comprehension depends on prior knowledge or knowledge about the world. Rubin, in Westwood (2001:10) informed that Reading comprehension has been described as a complex intellectual process involving a number of abilities. So, it is concluded that reading comprehension is establishing understanding information from written text.

Principles in Teaching Reading

According to Anderson, in Nunan (2003:74), in teaching reading comprehension, teacher may look at teaching reading comprehension principle such as: (1) Exploit the reader's background knowledge; (2) Build a strong vocabulary base; (3) Teach for comprehension; (4) Work on increasing reading rate; (5) Teach reading strategies; (6) Encourage readers to transform strategies into skills; (7) Build assessment and evaluation into our teaching; and (8) Strive for continuous improvement as a reading teacher.

Skills Involved in Reading

According to Broughton, et.al (2003:89), reading is a complex skill, and it involves a whole series of lesser skills. Those skills are: (1) The ability to recognize stylized shapes; (2) The ability to correlate the black marks on the paper, the patterned shapes to with language; and (3) An intellectual skill.

Level of Reading Comprehension

According to Smith, in Westwood (2001:21), Reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level.

Factors Influencing Reading

According to Torgesen, in Westwood (2001:23), a reader's understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure. In addition, Pressley, in Westwood (2001:23) stated that reading with understanding involves the smooth co-ordination of higher order cognitive processes (thinking, reasoning, analyzing, connecting, reflecting) and lower order processes (word recognition, decoding). Carver, in Westwood (2001:23) also stated that some children are poor comprehenders because they lack fluency in lower order reading processes. Children with limited vocabulary have comprehension difficulties for obvious reasons; they do not know the meanings of many words on the page, unless the text is very simple. Moreover, Brish, in Westwood (2001:23) indicates that reading comprehension is closely related to a child's oral language comprehension and vocabulary. So, it is concluded that reading is a very complex skill and students may face some factors to avoid them to get information from written text.

Types of Reading

According to Dakowska (2005:205), the activities of reading have many types. Some of them are: (1) Silent Reading; (2) Reading Aloud; (3) Extensive Reading; (4) Intensive Reading; (5) Skimming; and (6) Scanning. So, it is concluded that students may use types of reading to start understanding text depends on their ability in applying it, such as silent reading, reading aloud, extensive reading, intensive reading, skimming, or scanning.

Difficulties in Reading

Chard and Santoro (2008:2) classified some particular reasons associated with most reading comprehension problems. They are: (1) Language delays and difficulties; (2) Early reading difficulties leading to fluency problems; (3) Lack of knowledge about the world and about words; (4) Lack of knowledge of comprehension strategies and lack of skill in applying strategies appropriately; and (5) Difficulties understanding text structures.

2.1 Narrative Text

According to Joyce and Feez in Emilia (2010:135), Narrative Text is a text type which tells a story in which people encounter a problem or crisis that they need to overcome. It shows how people or groups of people overcome a problem or crisis in their lives. Narratives are used to teach lessons, to entertain, and to explore social values. In addition, in English K-6 Modules (2001:37), it is cited that narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. So, it is concluded that Narrative Text is a kind of composition which informs chronologically events to readers.

To build Narrative text, we have to know the generic structures of it. As stated by Joyce and Feez in Emilia (2010:135), Narrative Text has five generic structures: (1) Orientation: Introduces the characters and tells the reader something about them. It also tells the physical context of the story, including who is the characters, what they do, when and where they do it. It gives a hint about the problem which the characters will encounter; (2) Complication: Is the center of the Narrative. It is the reason why the story is told. This is where the reader discovers the problem and something happens which the characters do not expect; (3) Evaluation: Is where the story teller suspends or slows down the action to

comment on the events. This creates suspense and makes the reader want to find out what will happen. The story teller can solve weave evaluation into the complication stage. The story teller's evaluation makes the reader care about what happens to the characters; (4) Resolution: Is where the problem is solved; and (5) Coda: Rounds off the story with a short comment on what happened or with a comment about the future lives of the characters.

In English K-6 Modules (2001:37), it is found that the common grammatical features of narrative text include: (1) Use of particular nouns to refer to or describe the particular people, animals and things that the story is about; (2) Use of adjectives to build noun groups to describe the people, animals or things in the story; (3) Use of conjunctions and time connectives to sequence events through time; (4) Use of adverbs and adverbial phrases to locate the particular incidents or events; (5) Use of past tense action verbs to indicate the actions in a narrative; and (6) Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

2.2 SCROL Strategy

Teaching reading comprehension is better done by using appropriate reading comprehension strategy. As stated by Friend and Bursuck (2012:314), Reading comprehension strategies are intended to help students meet the independent reading demands of content-area classes, particularly in the middle and upper grades. Although reading primarily involves textbooks, students must be able to read and understand a variety of source books as well. So, teaching reading comprehension should be done by using suitable strategies and one of strategies of teaching reading comprehension is SCROL Strategy.

SCROL Strategy comes from the abbreviation of Survey, Connection, Read, Outline, and Look back. SCROL Strategy is one of reading strategies which functions to help students understanding written text. As stated by Friend and Bursuck (2012:314), SCROL Strategy is one of strategy that enables students to take notes while they are reading, an important study strategy, and to use text headings to aid their comprehension and help them find and remember important information.

According to Reid and Lienemann (2006:50), a reading comprehension strategy designed for students in middle and upper grades to help them to read and understand textbooks and a variety of source books. The strategy encourages students to use text headings to aid their comprehension and help them find and remember important information. The SCROL strategy is composed of five steps. First, the students are instructed to Survey chapter headings. This provides students with an idea of what the chapter will be about and prompts them to think about what they already know about the subject, thus activating their prior knowledge of the subject. It also allows them to predict information that the writer may present. Next, students ask themselves how the headings relate to one another and write down any keywords from the headings that might provide connections between them. Third, students read the text and look for words and phrases that express important information about the headings, mark the text, stop to make sure that they understand the major ideas and supporting details, and reread if necessary. Fourth, students outline the text using indentations to reflect text structure. Students are asked to write the heading and then try to outline each heading segment without looking back at the text. This encourages students to use their knowledge of the text to fill in the outline. Finally, students are prompted to look back at the text and check the accuracy of the major ideas and details they wrote down, correct any inaccurate information in their outline, and use the text that they marked to help verify the accuracy of the outline. So, it is concluded that SCROL Strategy is a reading strategy which helps students to understand, remember, and locate information from the text they read. There some advantages of SCROL Strategy in reading comprehension stated by Reid and Lienemann (2066:50) and Friend and Bursuck (2012:314): (1) SCROL helps students them to

read and understand textbooks and a variety of source books; (2) SCROL encourages students to use text headings to aid their comprehension; (3) SCROL helps students to find and remember important information; (4) SCROL enables students to take notes while they are reading; (5) SCROL helps students to use text headings to aid their comprehension.

According to Friend and Bursuck (2012:314), the SCROL strategy has five steps, as following:

1. **S** : *Survey* the headings.
 - In the assigned text selection, students read each heading and subheading.
 - For each heading and subheading, students try to answer the following questions: What do I already know about this topic? What information might the writer present?
2. **C** : *Connect*.
 - In this phase, you ask yourself, how do the headings relate to one another?
 - Students write down key words from the headings that might provide connections between them.
3. **R** : *Read* the text.
 - As you read, you look for words and phrases that express important information about the headings.
 - You mark the text to point out important ideas and details.
 - You stop to make sure that they understand the major ideas and supporting details. If you do not understand, reread.
4. **O** : *Outline*.
 - You use indentations to reflect structure and outline the major ideas and supporting details in the heading segment.
 - You write the heading and then try to outline each heading segment without looking back at the text.
5. **L** : *Look* back.
 - Now, you look back at the text and check the accuracy of the major ideas and details they wrote.
 - You correct any inaccurate information in your outline. If you marked the text as you read, use this information to help you verify the accuracy of your outline.

III. METHOD OF RESEARCH

This research is conducted in quantitative method of pre-experimental design by following one group pre-test and post-test design. In this research the population is all students at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2020/2021 which consists of three classes with 78 students and in this research the writer uses purposive sampling technique to determine the sample of this research because the head minister only permits to use one class merely due to the Corona Virus 2019 (Covid-19) so that the teaching learning is conducted by Off Networking System Teaching or it is called as Luring (LuarJaringan). So, the writer is permitted to do this research at VIII¹ with 32 students as the sample of this research.

Instrument which is used in this research is multiple choices test. The multiple choices are generated from a Narrative. The multiple choices consist of 50 items with four options namely A, B, C, and D. In this research, the data are the students' scores of multiple choices test which are built from Narrative text. And in this research, the source data is taken from the students at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2020/2021. Then, Narrative Text is taken from the students' handbook based on curriculum 2013 revised edition 2014 and published by Kementerian Pendidikan dan Kebudayaan Indonesia.

To collect the data of this research, there are some techniques followed by the writer: (1) Making Pre-test namely at the beginning of the class. The pre-test is conducted by Off

Networking System Teaching or it is called as Luring (LuarJaringan). Pre-test is conducted on 25th August 2020 and it is started at 08.00 A.M. until 09.00 A.M; (2) Giving Treatment, namely after the pre-test done, the writer teaches the students reading Narrative Text by using SCROL Strategy. The treatment is conducted on 25th August 2020 and it is started at 09.30 A.M. until 11.30 A.M. The treatment is also conducted by using Off Networking System Teaching or Luring (LuarJaringan); and Making Post-test, namely after teaching the students reading Narrative Text by using SCROL Strategy, the writer continues distributing post-test to the students. The post-test items are administered to know the students' improvement in reading Narrative Text by using SCROL Strategy.

The data analysis is started from scoring the students' multiple choices, tabulating the students' scores, calculating the mean pre-test and post-test, calculating the standard deviation of pre-test and post-test scores, testing validity of the test, calculating reliability of the test, and calculating mean difference between pre-test and post-test scores.

IV. DATA AND DATA ANALYSIS

This research deals with the Effect of SCROL (Survey, Connection, Read, Outline, and Look back) Strategy on the Students' Reading Narrative Text at grade VIII SMP Swasta PTPN IV Bah Jambi. So, the data analysis of this research is to find out the effect of SCROL Strategy on the students' Narrative Text at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2020/2021. The data consists of pre-test and post-test data. Those data are taken by administering students multiple choices that consist of fifty items.

5. Research Findings

1. Before the use of SCROL (Survey, Connection, Read, Outline, and Look back) strategy, the students' reading Narrative Text ability is low since the total pre-test score is 1232 and the mean pre-test data is 38,50.
2. After the treatment of teaching reading Narrative Text by using SCROL (Survey, Connection, Read, Outline, and Look back) strategy, the students' reading Narrative Text ability is improved since the total score of post-test data is 2504 and the mean post-test data is 78,25.
3. The standard deviation of pre-test data is 11, 435 and the standard deviation of post-test data is 3,799.
4. The value of testing validity of the test is 0,968 and it is existed between values 0,800-1,000; it means that the validity of the test is categorized at very high category.
5. The value of testing reliability of the test is 0,98 and it is existed between values 0,91-1,00; it means that the reliability of the test is categorized at very high reliability.
6. The mean difference between pre-test and post-test data is 39,75 and it means that SCROL (Survey, Connection, Read, Outline, and Look back) strategy gives beneficial effect in improving students' reading Narrative Text ability with difference value about 39,75.

V. CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the data analysis, the findings and the interpretation, it is concluded that:

1. The use of SCROL (Survey, Connection, Read, Outline, and Look back) strategy gives beneficial effect in improving students' reading Narrative Text ability
2. Before the use of SCROL strategy the students' reading Narrative Text ability is low since the total pre-test score is 1232 and the mean pre-test data is 38,50 and then the value of standard deviation is 11, 435.

3. After the treatment of SCROL strategy the students' reading Narrative Text ability is improved since the total score of post-test data is 2504 and the mean post-test data is 78,25 and then the value of standard deviation is 3,799.
4. The value of testing validity of the test is 0,968 and it is categorized at very high category and the value of reliability is 0,968 and it is categorized at very high category.
5. The mean difference before and after the treatment of using SCROL strategy is 39,75 and it means that SCROL (Survey, Connection, Read, Outline, and Look back) strategy gives beneficial effect in improving students' reading Narrative Text.

Suggestion

1. For students, namely students have to exercise reading Narrative Text by using SCROL (Survey, Connection, Read, Outline, and Look back) strategy because this strategy gives significant effect in improving their reading comprehension on Narrative Text and students have to exercise answering questions based on the text they read because answering them could improve their reading comprehension.
2. For Teachers, namely teachers may use SCROL (Survey, Connection, Read, Outline, and Look back) strategy to teach students Narrative Text because it has been proved that SCROL strategy gives significant effect in improving students' reading Narrative Text at grade VIII SMP Swasta PTPN IV Bah Jambi in academic year 2019/2020 and teachers should use appropriate reading comprehension strategy in the classroom to overcome students' problems in reading comprehension.
3. For other Researchers, namely the result of this research can be used as reference to do a research relating to the use of SCROL strategy and the result of this research can be used by the other researchers as a measure of research on different research objectives.

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