SCANNING STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT

This study aims to investigate the implementation of the Scanning strategy to improve students' reading comprehension. The research employed a pre-experimental design with a one-group pre-test and post-test model. The sample consisted of 30 students grades VIII-4 from SMP Negeri 6 Pematangsiantar, randomly selected through a lottery method, in which the names of the classes were written on papers and drawn to determine the sample class. The instruments used included 10 multiple-choice questions and 5 essay questions focusing on recount texts. Data were analyzed using descriptive statistics, normality tests, and the Wilcoxon Signed-Rank Test. The findings revealed a significant improvement in students' reading comprehension after the implementation of the Scanning strategy, with a p-value < 0.001. The results of the Wilcoxon test indicated that the alternative hypothesis (Ha) was accepted, stating that the application of the Scanning strategy significantly enhances students' reading comprehension abilities. Thus, it can be concluded that the Scanning strategy is effective in improving students' reading comprehension.

Keywords: Scanning Strategy, Reading Comprehension, Pre-Experimental Research.

I. INTRODUCTION
The Background of Research

Reading is the fundamental ability of learning English to enable learners to access information effectively. Reading plays an important role in supporting students' academic success, especially when understanding written texts and fulfilling school work. Despite its importance, many students must struggle to understand reading, as they tend to read every word in the text without a proper strategy. This habit leads to poor understanding and inadequate academic achievement, especially when students must identify specific details or information within a limited amount of time.

Scanning was introduced as an effective reading strategy to address this issue. Scanning is a technique that helps readers quickly find specific information without reading the entire text. This allows students to make the reading process more selective and efficient. Several studies have shown that scans improve students' ability to extract relevant data, particularly in tasks that involve short functional texts or temporary limited exams. In this context, teaching not only improves understanding, but also supports students' skills and learns independence.

This study was conducted to examine the effectiveness of scans as a reading strategy to improve reading comprehension among students at SMP Negeri 6 Pematangsiantar. Pre-experiment design was implemented in one group pre-test, and after testing, 30 students from Class VIII-4 were included. The results showed a significant improvement in student readings after using the scanning strategy. This shows that students with appropriate guidance and practice can develop better reading habits and become more strategies to find specific information within the text.

The Problem of Research

Does the Scanning strategy significantly improve students' reading comprehension ability by students of Class VIII-4 at SMP Negeri 6 Pematangsiantar in the academic year 2025?

The Objective of Research

To investigate whether the Scanning strategy significantly improves the students' reading comprehension ability of Class VIII-4 students at SMP Negeri 6 Pematangsiantar in the 2025 academic year.

II. THE REVIEW OF LITERATURE

Reading Comprehension

Reading involves understanding, interpreting, and critical analysis of the text. According to Brassell and Rasinski (2008), understanding requires the conversion of textual information into meaningful knowledge. It's not enough for readers to decode words alone - and you need to combine ideas, draw conclusions, and think about the content. Powerful reading skills allow students to capture both literal meaning and underlying message within their passages. According to Anderson (2008), reading comprehension is an active process in which readers construct meaning through interaction with previous knowledge, experience and texts. It includes not only understanding, but also drawing conclusions, identifying main ideas, and combining information about sentences and paragraphs.

Scanning Strategy

The scanning strategy, as described by Brown (2001), enables readers to locate specific information without reading word for word. Scanning is especially useful in time-limited academic contexts. It helps readers identify key words, phrases, numbers, or facts directly related to a question or objective. Brassell and Rasinski (2008) also show that reading strategies such as scanning help scans are translated into meaningful knowledge. This strategy allows learners to focus on important information and extract relevant details without capturing unnecessary content. Furthermore, scans from students can help to deepen understanding of the material by promoting faster information calls. By using poor techniques, students improve their ability to navigate clearly and accurately through textbooks, allowing them to communicate with the material in an active and productive way.

Previous Studies

Studies by Purnama (2018) and Nur'aini (2016) support the effectiveness of scanning in enhancing reading comprehension. They found that students who practiced scanning performed better in locating relevant information and improved their overall understanding of reading texts.

III. THE METHOD OF RESEARCH

The Research Design

This study used a quantitative approach with a pre-experimental design, specifically the one-group pre-test and post-test design. This design involves measuring a single group of participants before and after the treatment without a control group.

The Location of Research

The location of the will conducted at SMP Negeri 6 Pematangsiantar, focusing on class VIII-1 during the academic year 2024/2025

Source of the Data

Data

In this research, the data were obtained from the students' reading comprehension test results, which consisted of a pre-test and a post-test. The tests were designed to measure the effectiveness of the scanning strategy in improving students' reading comprehension. The data included both quantitative scores from 10 multiple-choice questions and 5 essay questions, administered before and after the treatment..

Source data

The source of the data was the eighth-grade students of class VIII-A at SMP Negeri 6 Pematangsiantar. The total number of participants was 21 students, consisting of 12 female and 9 male students. This class was selected based on purposive sampling because of its accessibility and relevance to the research focus. The English teacher of the class also provided input regarding students' reading difficulties, which helped the researcher in determining the suitability of the scanning strategy as an intervention.

The Technique of Collecting Data

Data collection was carried out through a reading comprehension test administered twice: before (pre-test) and after (post-test) the implementation of the scanning strategy. Each test included 10 multiple-choice and 5 essay questions designed to assess comprehension skills. The data collection techniques used by researcher are test and documentation.

The Technique of Analyzing Data

The collected data were analyzed using SPSS software. The analysis included descriptive statistics to determine the mean and standard deviation, a normality test to check the distribution, a paired sample t-test to assess the significance of the improvement, and Cohen's d to evaluate the effect size.

IV. ANALYSIS OF DATA

Data Analysis

The pre-test and post-test results were tabulated and analyzed to determine the improvement in students' reading comprehension. The average score on the pre-test was 24.03, while the post-test average increased to 26.67. The paired sample t-test revealed a significant difference between the two means ($p < 0.05$), and Cohen's d value exceeded 0.8, indicating a large effect. These findings demonstrate the positive impact of the scanning strategy on students' reading achievement.

V. CONCLUSION AND SUGGESTION

Conclusion

The results of this study show that the implementation of the scan strategy effectively improved reading comprehension among eighth grade students at SMP Negeri 6 Pematoangsiantar. The increase in student outcomes from pre-test to pre-test tests was supported by paired example t-tests and Cohens D results, indicating that the scans contributed to finding specific information quickly and accurately. This strategy allowed us to become more efficient readers, especially on temporary tasks, and contributed significantly to our overall performance.

Suggestion

According to the results of the research, there are several suggestions presented for students, english teacher, and researchers.

1. Students

   To students, it is suggested to regularly practice the scanning strategy to enhance their ability to find specific information efficiently in various types of texts.

2. Teacher

   To teachers, it is recommended to incorporate scanning into reading lessons through engaging and practical exercises to improve students' reading focus and speed.

3. Future researcher

   To future researchers, it is advised to conduct further studies with larger samples, different grade levels, or combine scanning with other strategies to explore broader effects on reading comprehension.

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