THE EFFECTIVENESS OF SCANNING TECHNIQUE
ON STUDENTS’ READING OF RECOUNT TEXT
(A Quasi-Experimental Design of Eighth Grade *MTs Al Inaayah, Bogor*)

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THE EFFECTIVENESS OF SCANNING TECHNIQUE IN STUDENTS’ READING OF RECOUNT TEXT

(A Pre-Experimental Design of Eighth Grade MTs Al Inaayah, Bogor)

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that the “Skripsi” (Scientific Paper) entitled “The Effectiveness of Scanning Technique in Students’ Reading of Recount Text (A Quasi-Experimetal Design of Eighth Grade of MTs. Al-Inaayah Gunung Sindur Bogor), written by Nur’aini, student’s registration number 109014000042 was examined by the Committee on 28 Juli 2016. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” in English Language Education at the Department of English Education.

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ABSTRACT


Keywords : Scanning Technique, Recount Text, Experimental Study

This research which is entitled “The Effectiveness of Scanning Technique on Students’ Reading of Recount Text”. It aims to find out whether scanning technique is effective in increasing students’ ability in learning of recount text.

To analyze the data, a quasi-experimental design was employed. It involves two eighth grade classes in a school in Bogor. The first class is experiment class in which the treatment will be given to them. The treatment is the use of scanning technique in reading the text of the recount text’s test. The second class is control class; this class will be compare to the experiment class to measure how far the treatment works. The instruments of the study in this research are written test and questionnaire. Written test is used to measure the students’ ability in conducting the test while questionnaire is used to know students’ responses toward the use of scanning technique in learning of recount text. Data analyzed by using t-test on scanning technique. It aims to clarify that there is difference of means between experimental and controlled group.

The findings show that t-test result gaining significance value lower than 0.05, 0.008<0.05. It affirms that there is a difference in mean of post test scores between the experimental and control groups. significance value of effect size, to check the level of effect treatment after the-test calculation by using SPSS 20.0, is lower than 0.05 (0.008<0.05, r=0.369), meaning that scanning technique improves students’ ability in answering the test of recount text. In addition, data taken from questionnaire reveal that students mostly respond scanning technique positively. The students claim that this technique offers interesting learning, gives new knowledge, and serves a new, simple, and practical way to answer the test of reading text, especially in recount text. So, it is recommended for further researchers to conduct a research for other text and other techniques of reading.
ABSTRAK


Kata Kunci : Teknik Scanning, Teks Recount, Studi eksperimen

Penelitian ini berjudul “The Effectiveness of Scanning Technique on Students’ Reading of Recount Text”. Penelitian ini bertujuan untuk melihat apakah teknik membaca scanning efektif dalam meningkatkan kemampuan siswa dalam menjawab tes pada teks Recount.


Hasil temuan menunjukan bahwa nilai signifikansi effect size, untuk memerikasa tingkat efek perlakuan setelah perhitungan t-test dengan menggunakan SPSS 20.0, adalah lebih kecil dari 0.05 (0.008<0.05, r=0.369), yang artinya bahwa teknik scanning mampu meningkatkan kemampuan siswa dalam menjawab tes pada teks Recount. Disamping itu, data yang dihasilkan dari kuesioner mengungkapkan bahwa kebanyakan siswa merespon teknik scanning dengan positif. Siswa menyatakan bahwa teknik ini menawarkan pembelajaran yang menarik, memberikan pengetahuan baru, dan menyajikan cara yang baru, simple, dan praktis untuk menjawab tes pada teks bacaan, terutama teks recount. Dengan demikian, Penulis menganjurkan peneliti selanjutnya untuk melakukan penelitian terhadap jenis teks lainnya dan dengan menggunakan teknik membaca lainnya.
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Bogor, 20 Juli 2016

The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

English today becomes an International language in all parts of the world. Indonesia is one of many countries where English becomes foreign language. This language is very important in many aspects of life, especially in education. English is placed in all level of school in Indonesia. Moreover, English is used in many kinds of crucial test such as at secondary level in National Examination and at tertiary level such as in Universities’ Enrollment. Thus, the role of English in Indonesia’s education is very important.

In the process of teaching learning in the class, teachers’ role is to encourage their students having motivation and interested in a text. Grellet said in his book that there are two kinds of reason in reading, they are reading for pleasure and reading for information.¹ Students should know their intention in reading. Moreover, the teachers should know to use the right techniques to help students’ need in finding their interest.

Bos and Vaughn said that reading is interactive process². It means that when they are reading, there is an interaction between the readers with the ideas presented by the writer of the text. This interaction leads the reader to comprehend the text using his/her knowledge. As stated by Mikulecky and Jeffries, the students enjoy their reading if they do it extensively. The extensive reading leads the students to increase their reading improvement.³ Moreover, Flippo states that reading can be said as successful

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comprehension if there is an alignment and interactive process between the students’ mind and the writer’s message (text). In other word, the students can be said having the success in reading if they can comprehend the information from the text they read. Thus, it can be said that reading and comprehension cannot be separated from each other.

The most problem faced in the classroom is the limitation time for the students to read. It happens because the common activity in the classroom is the combination between some skills and components of English. The result is the students lose their time because they are busy with difficult words and read every word in the text. To overcome this problem, the teacher should use appropriate technique to make the students’ reading comprehension better. Wallace states that the readers do not need to read every word in the text to be efficient readers. It means that the readers only need to find information they need from the text without reading the whole text in order to make them able to manage their time effectively. There are some techniques that can be used to save the time. One of the techniques is scanning techniques. Besides, the teachers also have limited time to give feedback to the students. There are usually more than fifteen students and sometimes it is so difficult for the teacher to give a holistic, effective and efficient feedback to the students in the class during the teaching-learning activity.

A scanning technique is a technique which deals with the ability to find out the specific information in the text. Gellet suggests that the scanning technique is quickly going through a text to find a particular piece of information. Besides that, the scanning technique is done to locate specifically required information. Thus, scanning technique deals with the readers’ ability in finding certain information they need in the text without reading the whole of the text.

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This school still applied Curriculum of KTSP for eighth and ninth grade of the students. The genre of the text used by the writer was recount texts. It was given to the students of the eighth grade. The seventh and the ninth grade students have not learned about this genre of the text.

Finally, by applying this research, the writer wants to see how effective the use of scanning technique for measuring students' ability in learning of recount text.

B. Identification of Problems

Based on the Background of Study above, the writer found some main problems which related to the students’ English writing skills, they are:
1. Students have limited time in reading recount text
2. They are too busy with the difficult words
3. They are too busy to read every word in the texts
4. Teachers have limited time in giving feedback to the students in the class

C. Limitation of the Problems

Here the problem is limited to the use scanning technique in English multiple choice test of recount text, whether it is effective or not. It aims to make the research narrowly focused and effective. The researcher wanted to focus on this technique since the researcher found some the problem in recount text based on her experience in teaching junior high school students.

D. Formulation of the Problems

To make the problems clear and easy to understand, it is very important to formulate the problems into questions.

So, here the writer formulates the problems into Research Questions as follows:

1. Is scanning technique effective in students’ Reading of recount text?
2. What are students’ responses to scanning techniques in their recount text learning?

E. Objectives of the Study

To answer the questions above, the researcher gives several answers here as his objective of the study:

1. To analyze the effectiveness of scanning technique in students’ Reading of recount text
2. To analyze students’ responses to the first objective

F. Significance of the Study

The writer hopes this research can give useful contributions in English Language Teaching in Indonesia. This research is proposed to:

1. Find out the true problems the students face in English multiple choice test in recount text
2. Give the teacher a discussion on how to solve the students’ problem in Students’ English multiple choice test in recount text by applying scanning technique
3. Help the teachers to correct and feedback their students in finding the wise solution in scanning technique
4. Provide useful references for the next Researchers interested in the same studies or related problems.
CHAPTER II
LITERATURE REVIEW

This chapter contains the description of the literature review used in the study. It includes some points about recount text which contain the definition of recount text, the schematic structure of recount text, and types of recount text. The second point is the understanding of scanning technique, conception of reading comprehension, kinds of reading, definition of scanning technique, the importance of teaching reading, teaching reading through scanning, teaching procedure of teaching reading comprehension through scanning technique, and assessment of reading. The last point is relevant study, and hypotheses.

A. Theoretical Description

1. Recount Text

a. Definition of Recount Text

Recount text is applied to retell the story or experience that had happened in the past time. According to Anderson “Recount is a piece of writing that retells past events usually in order in which they happened and the purpose of a recount is to give the audience a description of what occurred and when it occurred”.

The other source tells that “Recount text is written out to make a report about an experience of a series of related events.” In brief, recount text is writing type text which retells the past event chronologically. The purpose of recount text is to describe what happened in the past time through sequence of the events to the reader.

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1Mark Anderson and Kathy Anderson, Text Types in English 3, (South Yarra: MacMillan, 1997), p. 11
b. The Schematic Structure of Recount

Every text has a schematic structure. According to Anderson, recount has three schematic structures. They are, “Orientation, events, and re-orientation.”\(^3\) The orientation is the opening of the recount text. It consists of background information about recount text. Events tell about what happened in a chronological order. Re-orientation is the conclusion of the recount text.

1. Orientation

In this part, the writer tries to introduce the recount writing to the readers, so the readers know about the details of setting or background information about the events. “The orientation supplies the background information needed to fully understand the retelling. It establishes the time, setting and who or what is participating.”\(^4\) This orientation is in the first paragraph as an opening of the recount text.

2. Events

The orientation is followed by the events of the recount text. The function of the event is to tell what happened in a chronological order. In this part of the recount it is important that students are given adequate guidelines and scaffolds to assist with the structure of their writing.\(^5\) Event is the main important part of recount text because those events are the core of the story. This is followed by a series of paragraph that tell about all of the past events that happened in the story.

3. Re-Orientation (optional)

In this part, the writer can choose to give the conclusion for the readers or not. Re-orientation is about the conclusion of the experience. It is optional because some recounts are only consists of orientation, and the series of events. The conclusion and comment of the story can be given in this last part.

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\(^3\)John Barwick, *Targeting Text*, (Blake Education: America, 2006), p. 18

\(^4\)Ibid, p. 5

\(^5\)Ibid, p. 5
c. The Language Features of Recount Text

The language features of recount text are divided into several, they are: (1) Written in the past tense, e.g. I went (2) in chronological order, using connectives that signal time, for example, then, next, after, meanwhile. (3) focused on individual or group participants, for example, in first person: I, we, or third person: he, she, they, etc.6

In other words, those language features above help to write the recount text. The first is proper nouns to identify those involves in the text. It is useful to show who, where and when the story took place, for example; Rina, at home, South Africa, etc. The second is descriptive words. It is used to give details about who, what, when, where, and how the events happen. The next is the use of the past tense. Because recount is retelling a story that happens in the past time, so the use of the past tense is needed to make sure the readers that the events happened in the past time. The last is words that show the order of events, for example, first, next, then, etc.

d. The Types of Recount Text

Commonly, there are many types of recount text, they are: (1) eyewitness accounts, (2) letters, (3) conversations, (4) newspaper reports, (5) television, (6) interviews, and (7) speech.

Firstly is the eyewitness account. The purpose of the eyewitness accounts is to provide details about the past event chronologically, such as the accidents, the explosion a flight, etc. the audience can be a reader of newspaper or can be a police officer. Secondly, it is letters. Letters is written for some reasons, one of them is to tell the events that have happened in the past, for example writing about the activities in last holiday to a friend. Thirdly, it is conversations. The conversation is spoken by two or more people to tell the listener about something. In this case, the conversation tells about past event, for example, telling about what happened this morning or last night. The next type is newspaper reports. In newspaper, the reader can read about some events that have happened in the order in which they occur,

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6Anderson, op.cit., p. 24
for example how robber stole some money in the bank last night, etc. the next type is television interview. In television interview, there are reporter (who asking the questions) and interviewee (person who is interviewed). The reporter asks to recount part of the interviewee life. The last type is speech. “Speech is a spoken text that can have a variety of purposes. A recount speech would be one where the speakers tells the audience about past happening. The speaker would recount the events in the order in which they took place.” On the other hand, a speech has many purposes, but in recount speech, the speaker in speech is someone who tells to the audience about a past event.

1. Scanning Technique

a. Conception of Reading Comprehension

The word reading, based on Cambridge Advance Learner’s Dictionary can be defined as “as a noun of written text, the skill or activity of getting information from books, while as a noun of understanding, the way in which you understand something”. The definition above is similar to definition reading in English Learning. Reading aims to get information and to understand what the writers mean in the texts.

Reading is an activity of process of transferring or decoding from the written to oral form. Therefore, reading involves obtaining meaning from printed or written symbol or understanding the meaning it carries. Dallman argue that reading involves more than recognition; that comprehension is an essential of reading; that without comprehension no reading takes place; that in reading the readers reacts to what is recorded in writing; that his reaction is determined to a considerable extent by his past experience, both first hand and vicarious; that what the reader brings to the page is at times as significant to reading as what is actually written on it; that

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reading instruction should be given both to assist an individual in the
acquisition of reading skills and concurrently to help him acquire the reading
habit of value to him as an individual and as a member of society. He also
adds that a reader’s purpose affects everything about reading. It determines
what’s important in the text, what is remembered, and what comprehension
strategy a reader uses to enhance meaning.

Ulmer states that the definition of reading and reading comprehension
have moved beyond mere explicit recall, word recognition, and mastery of
phonemic decoding. The definitions now include or perhaps are even
replaced by the dynamic, reciprocal interactions among reader, text, and the
context of the reader’s prior literacy schema.9

Pikulski says that there are several major ways in which words can be
recognized or identified in print, instantly as units, through recognition and
blending of phonic elements, through the context in which they appear,
including language/sentence context and picture clues, or by checking the
phonetic respellings of a dictionary or glossary.10

Paulo Freire notes that, reading is not exhausted merely by decoding the
written word or written language, but rather anticipated by and extending into
knowledge of the world. Reading the world precedes reading the word, and
the subsequent reading of the word cannot dispense with continually reading
the world.11 It means that our knowledge of the world affect the way we
comprehend reading texts. We also use our skill in giving the quality of
reading to our brain

Smith writes that the words reading is no different from other common
words in our language, it has a multiplicity of meanings, and since the
meaning of the word on any particular occasion will depend largely on the
context in which it occurs, the term reading is undoubtedly within the

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11 Paulo Freire. The Importance of the Act of Reading. (Sao Paolo: Catholic University Sao Polo Brazil, 2006), p. 5
repertoire of all people.\textsuperscript{12} In spite of this fact, the researcher believes that the true conception of reading might not yet have been understood clearly.

Pikulski also elaborated fluency. Fluency has sometimes been viewed as essentially an oral reading phenomenon.\textsuperscript{13} The National Reading Panel defined reading fluency as the ability to read text quickly, accurately, and with proper expression. Definitions that emphasize the oral aspect of fluency may, at least in part, account for why fluency has not historically received much attention. The importance of oral reading pales dramatically in comparison to that of silent reading comprehension. Most readers spend a minuscule amount of time doing oral reading as compared to silent reading.

Another argument comes from Chall that emphasize the role of phonics in students’ reading ability. He argued that overall, based on the findings from the research from 1967 to 1983 confirmed the study that explain that stronger phonics programs for beginning readers produced better results than programs with a weaker phonics emphasis.\textsuperscript{14} Dallman explain that because of the complexity of the reading process and the incompleteness of existing knowledge to the nature of the reading act, the definition of reading is quite numerous and diversified.\textsuperscript{15} Reading is more than pronouncing printed words or recognizing them. It is a meaning-seeking process rather than a meaning-extracting process. Reading is, further, a purposeful, complex process consisting of various skills such as perception, recognition, interpretation, understanding reaction and evaluation.

Beatrice concluded, therefore, that second-language students need to learn to think in English in order to read effectively in English. Reading instruction needs to be based on training ESL and EFL students in new ways of talking and thinking about texts. In teaching reading, instructors need to take into account the complexity of the reading process and the nature of the reading act. The definition of reading is quite numerous and diversified. Reading is more than pronunciation or recognition. It is a meaning-seeking process rather than a meaning-extracting process. Reading is, further, a purposeful, complex process consisting of various skills such as perception, recognition, interpretation, understanding reaction and evaluation.
account the following conclusions and recommendations of educational researchers.\textsuperscript{16}

b. Kinds of Reading

In reference to the conception of reading highlighted in the preceding discussions, there are two kinds of reading discussed under this heading, there are: (1) intensive reading, (2) extensive reading.

A brief discussion of these two types of reading is presented in the following section.

1. Intensive Reading

One of argument form expert to define the definition of intensive reading as what Nuttal argued. The intensive reading technique is reading for a high degree of comprehension and retention over a long period of time.\textsuperscript{17} It is basically a study technique for organizing readings that will have to be understood and remembered. One may have good comprehension while reading line-by-line, but remembering is what counts. Intensive reading in not a careful, single reading, but is a method based on a variety of techniques like scanning, the surveying technique of planning your purpose, and others. Hence, the primary concern and emphasis as in all reading is on skill for recognition rather than for production of languages features. This implies that reading is a receptive skill. Therefore, in intensive reading a control from the teacher is compulsory to help students for elucidation of structure difficulties and the extension of vocabulary.

Rivers stated that in intensive reading the students should extract from printed symbols and patterns three levels of meanings,\textsuperscript{18} namely: lexical meanings (the semantic content of the word expression) structural or grammatical meanings (deriving from interrelationships among words or

\textsuperscript{16}Beatrice S. Mikulecky, \textit{Teaching Reading in a Second Language}, (Boston: Pearson Education, 2008), p. 16
\textsuperscript{17}Christine Nuttal, \textit{Teaching Reading Skill in a Foreign Language}, (London: Heinimann Education Book, 1982), p. 13
parts of words from order of words) socio-cultural meanings (of texts which people of their own culture attached to the words and groups of words they are reading) Each language has its own rules of usage as to when, how, and to what degree a speaker may impose a given verbal behavior on his or her conversational partner.

It is suggested that in order to comprehending any reading text, the students should be able to recognize with ease particular word used in the text which clarify the structural function of other words close to them and words which denote logical relationship among different segments of sentences. Hence, it is of course not enough for the students to know, to which the words, such as chain, tasks, disease and grapes, refer to, or simply to know the merits to which such word as, charming, lunatic, beautiful, and nepotism, refer to but more importantly they must know and grasp very exhaustively the meaning carried by various cohesive and linking devices which the language uses to construct utterances and sentences with such content and function words. The ability to grasp and draw on different lexical cues and structural devices and linkages facilitate the students to rapidly extract meaning from the texts.

2. Extensive Reading

Tamar in his book, Extensive Reading, described many definition of extensive reading. First, Palmer, who is the originator of the term defines that extensive reading means rapid reading. Those, who obtained some amount of foreign language, are able to read texts written in the foreign language with understanding and without that process of mental translation, referring to the dictionary frequently. Palmer called frequent use of a dictionary a vicious linguistic tendency. Another definition comes from Longman Dictionary of Language teaching and Applied Linguistic defines extensive reading as a skill that is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading.\(^{19}\)

\(^{19}\)Tamar aMilekadze, Extensive Reading, (Michigan: Research Gate, 2014), p. 23
c. Scanning Technique

Scanning rapidly covers a great deal of material in order to locate a specific fact or piece of information. Scanning is very useful for finding a specific name, date, statistic, or fact without reading the entire article. In scanning, readers must be willing to skip over large sections of text without reading or understanding them.

According to Day and Bamford, they stated that scanning is the process of investigating, or checking by systematic search. In search and rescue operations, the scanner or observer visually searches the search area for distress signals or accident indications by using a systematic eye movement pattern.

Richard and friends states that scanning is type of speed-reading technique which is used when the reader wants to located a particular piece of information without necessarily understanding the rest of a text or passage and the reader can study the text in more the detail. Reading more slowly and carefully and looking for specific information that they are interested.

The purpose of scanning is to extract specific information without reading through the whole text. The reader can use this strategy to look for the detail information in the text such as looking for the names or dates, finding the definition of a key concept, and listing a certain number of supporting details.

In scanning, the reader wants to examine closely using a regular plan or fixed without making a search for something looking at quickly without careful reading is often looking for a particular thing. We can find that scanning is the type of reading when reader wants to exam closely to look over quickly and systematically of left through hastility.
Step in scanning as follows:

a. Keep in mind at all times what it is readers are searching for. If they hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.

b. Anticipate in what form the information is likely to appear, numbers, proper nouns, etc.

c. Analyze the organization of the content before starting to scan.
   (i) If material is familiar or fairly brief, you may be able to scan the entire article in a single search.
   (ii) If the material is lengthy or difficult, a preliminary skimming may be necessary to determine which part of the article to scan.

d. Let your eyes run rapidly over several lines of print at a time.

e. When you find the sentence that has the information you seek, read the entire sentence.

b. The Importance of Teaching Reading

Teaching is probably the most important variable in determining beginning reading achievement. Much of student's success in beginning reading is accounted for the instructional procedure found in the classroom. The ultimate objective of teaching reading comprehension is to help the students promote and enhance their reading competence or reading skill in the target language.

In teaching reading comprehension, teacher needs to design comprehension activities that correspond to the purpose of the reading. Omaggio writes that reading comprehension activities should be designed in such a way so as to help the students to develop the following specific reading skill24:

1. Recognizing the script of a language.
2. Deducing the meaning and use of unfamiliar vocabulary.
3. Understanding information that is stated explicitly.

4. Understanding relationship between sentences.
5. Understanding implications not explicitly stated.
6. Understanding relationship between the part of the text through cohesive devices, both grammatical and lexical.
7. Identifying the main point or the most important information contained by the text.
8. Distinguishing the main idea from supporting details.
9. Extracting the main points in order to summary.
10. Understanding the communicative value and function of the text or passage.

Adults have two distinct ways to develop competence in a second language: acquisition, which is a subconscious process, and learning, which is conscious.

Phillips states that the whole range of the reading proficiency can be achieved. Philips has developed a five-stage plan for teaching reading skills that can be used either in the classroom or an individualized instructional setting. The five stages include: (1) transferable/ integration, (2) Comprehension stage, (3) decoding/ intensive reading or preparation stage, (4) Scanning stage, and (5) pre-teaching or preparation stage.

1. Transferable/ integrating skill. In this final stage of teaching reading, exercise should be used that help students go beyond confines of the specific passage to enhance reading skill and effective reading strategies themselves. Exercise that encourage contextual guessing, selective reading for main ideas, appropriate dictionary usage, effective reading stage to confirm hypotheses are among those identified as especially helpful in this final stage.

2. Comprehension stage. In this stage, comprehension checks of various sorts are made to determine if the students have achieved their reading objectives. Philips argues that reading comprehension should not confound

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the reading skill with the other skill, such as writing, listening, or speaking if they are considered pure test of reading comprehension check should project the readers through several phases of the reading.

3. Decoding / intensive reading stage. Philips contends that this stage is most necessary when students are learning to read rather reading to learn. Decoding involves guessing from context the meaning of unknown words or phrases and may be needed at the word or discourse level. Readers need to be thought not only how to guess the meaning of context words, but also how to interpret the force or connectors, determine the relationships among sentences of the sentences elements, and so on. The extent of decoding that will go on in this stage will depend on the purpose for reading a given passage. Fluency and rapid understanding are the most command objectives in reading, and it is only when comprehension is independent by unknown words, complex structure, or unfamiliar concepts that skilled readers report to decoding.

4. Scanning stage. These steps are distinct processes. Skilled readers do some scanning while attempting to skim a text. The students need to practice how to use scanning techniques in reading comprehension. Some of the practice activities required for this stage include :
   a. Getting the gist of short readings, paragraph, or other graphic material.
   b. Identifying topic sentences and main ideas
   c. Selecting the best paragraph from multiple-choice options of the main ideas of a text or of the conclusion.
   d. Matching subtitles with paragraphs.
   e. Filling in charts of form with key concepts.
   f. Creating titles or headlines for passages.
   g. Making global judgments or reacting in some global fashion to a reading passage.

Pre teaching or preparation stage. This essential first step helps develop skills in anticipation and prediction for the reading of graphic material. Some of reading activities included in this stage; (a) Brainstorming to generate ideas that have a
high probability of occurrence in the text; (b) Looking at visual headlines, titles, chart or other contextual aids that are provided with the text, and (c) Predicting or hypothesizing on the basis of the title or first line of the text what significance it might have or what might come next.

c. **Teaching Reading through Scanning**

Motivation is the key to being successful in learning. Motivation is commonly understood as an inner drive, impulse, emotion, or desire that moves one the particular action. One of the ways to motivate students to read is through implementing the right techniques in teaching reading. Motivation is defined as the learner’s orientation with regard to the goal of learning a second language. In line with the present study, the researcher made use of scanning technique in improving the students’ reading ability.

Scanning consists of quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of the scanning is the extract certain specific information without reading through the whole text. For academic English scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

d. **The Procedure of Teaching Reading Through Scanning Technique**

<table>
<thead>
<tr>
<th>No.</th>
<th>Procedure</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-activity</td>
<td>1. Greeting</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The teacher ask the students some questions related to the reading text while showing the students pictures related to the text.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whilst activity</td>
<td>The teacher ask the students to work in pairs or in groups of four</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher distribute the question or exercises of the reading text and ask the students to study them</td>
<td></td>
</tr>
</tbody>
</table>

The teacher distribute the reading text and ask the students to read it carefully first
The teacher ask the student to use scanning technique to answer the question or the exercises after the teacher explain the scanning technique well
The teacher monitor the class
General discussion of the answer

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Post-activity</td>
<td>Post-test. Some extra exercises may be given for homework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher end the class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

The length of time for each scanning activity depends on the reading text (the length of the text, degree of difficulty, type of reading exercises or assignment, etc).

The scanning activity is a useful skill to locate a specific item(s) of information that we need, such as a date, a figure, or a name. In scanning we focus our research only on the information we are looking for and where to find it.

**e. Assessment of Reading**

Assessment of reading can be carried out by administering a series of tests. Tests may be constructed primarily as devices to reinforce learning to motivate the student of primary as a means of assessing the students’ performance in the language, in this reading comprehension.\(^{27}\) In relation to this study the researcher will focus on testing the students’ performance in reading comprehension when scanning technique is conducted. The researcher anticipates that the tests will give objective feedback for both students and the researcher.

Evaluation of assessment is the determination of the worth of something. It is an attempt to determine if some product, process, activity, or procedure is of value or is satisfactory. Included in evaluation is the act of asking

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questions about the issue to be evaluated, determining what is “valuable” or “of worth”, gathering objective and reliable information about the issue, and assessing the worth of whatever is at issue.

Evaluation is one of the most important aspects in teaching language. It comes to the final step of the teaching-learning process. At the three stages of teaching-learning activity, evaluation comes at the post-activity.

Heaton explain that three are numerous ways of testing reading comprehension ranging from multiple-choice items to open-ended questions.\(^{28}\) Although multiple-choice items are sometimes the most suitable instrument for testing reading comprehension, they should not be open-used. Frequently other item types are for more interesting and useful. The text itself should always determine the types of question which are constructed. Certain texts may lend themselves to multiple-choice items, others to true/ false, others to matching items, others to arrangement items, others to ordinary completion items, others to completion of the information in a table, and yet others to open-ended questions. Sometimes the same text will demand at least two or three different types of items.

Reading evaluation subsumes the functions of reading assessment. Reading assessment includes all means of gathering data about the students’ past, current, or future reading performance. It also includes all means of gathering observations about the function of the reading program and its personnel. Reading assessment incorporates reading testing, which the students must respond with appropriate behavior to a controlled stimulus (generally written) and response is systematically recorded and compared with the performance of others on the same test or evaluated against some predetermined criteria of component performance. Reading measurement of that quantification of the observation gathered through reading assessment.

\(^{28}\)Ibid, p.112
Such quantification facilitates the processing and analyzing of the data and encourages greater accuracy and objectivity in evaluation decision making.

**B. Relevant Study**

There are some researchers who have conducted the similar research, having the same issue in concerning using recount text and language test, or investigating the use of those in evaluating students’ ability in recount text.

Research findings showed that the use of scanning techniques worked well to increase the students’ Reading comprehension achievement. The research was conducted by Sasmita (2013) from UNISMA showed that the use of skimming and scanning techniques was effective to improve the students’ reading achievement in UNISMA. This research two kinds of reading techniques, scanning and skimming while the writer focus in using one technique of reading, scanning. The writer want to know students’ comprehension in using scanning technique only to make the students easy to catch the material in a short time of research time.

Another research was conducted by Hutabarat (2012) from Medan University showed that the use of scanning technique in the teaching and learning reading of the students in the XI grade had a significant effect on the students’ reading comprehension. Comparing to the writer’s research, the writer conduct the research to the VIII grader of Islamic Junior High School due to the recount text which is taught in VIII grade. Besides, the XI’ preparation in facing UN becomes one of writer’s considerations not to choose the XI as the subject of the study.

The next research was conducted by Li’ismiwati from Jember University showed that the use of skimming and scanning techniques was appropriate techniques for teaching reading comprehension to class XI IPA 3 at SMAN 1 Pesanggaran Banyuwangi. It was proven from the scores of the experimental
group that was higher than those of the control group (83.1176>77.6417). This research used XI at Senior High School level as the subject of the study. It will require the text which is higher in level compared to the writer’s study. The research choose the VIII junior High School because the writer has experience in teaching Junior High School students when she got integrated teaching profession practice in semester 7, so the writer choose it based on what the writer faced in the class that there are some trouble concerning reading text in the class, one of them is recount text test.

Diaz and Laguado from Pampiona, Columbia also conducted a research related to the use of skimming and scanning techniques at a public school. The result of the research showed that the use of skimming and scanning techniques was able to improve the students’ motivation in the teaching and learning reading. This research has the same condition with the writer’s study where English is not the first language of the nation. In Indonesia, English is positioned as the foreign language. Also, that research improves students’ motivation where the writer wants to know whether students in her research raise students’ motivation in learning or not. It can be seen through the questionnaire in the writer’s study.

Therefore, the researcher was interested in conducting an experimental research by using scanning techniques in recount text where the students have to pass the multiple choices test based on the recount text. Then, the students will ask for their responses concerning with recount text and recount text in their learning. Students are the eighth grade of Islamic Junior High School in Bogor where the writer have been teaching English subject there.

Thus, the role of this research is very important to decide which effective strategies in answering the questions in recount text for the eighth grade Students in general.
C. Conceptual Thinking

Reading is a process of getting information from the text. It is not easy to understand the text, we need background knowledge and logical thinking to understand it. From reading many printed material such as newspaper, novel, magazine, academic book and so on, we can get a lot of information, knowledge and enjoyment.

In teaching reading, the teacher should use the appropriate method and technique in order the students interested and understand the text. One of the appropriate techniques that can be used in teaching reading is Scanning Technique. A scanning technique is a technique which deals with the ability to find out the specific information in the text. The scanning technique is done to locate specifically required information. Thus, scanning technique deals with the readers’ ability in finding certain information they need in the text without reading the whole of the text.

Based on the statement above, the writer assumes that Scanning Technique is effective to teach reading, and it is also influence students’ achievement in reading because Scanning technique is focused on reading to find a specific information. So, this is the appropriate technique for teaching reading.

D. Hypothesis

$H_0$: Scanning technique is not effective in students’ test of recount text

$H_A$: Scanning technique is effective in students’ test of recount text
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the description of the research method used in the study. This includes the place and time of the study, methodology and research design, population and sample, instrument of the study, technique of data collecting, the research procedure, technique of data analysis, and statistical hypothesis.

A. Place and Time of the Study

The research was conducted in one of Junior High School in Gunung Sindur, Bogor that is MTs Al Inaayah in Gunung Sindur Bogor. The research in this study was conducted about three weeks, started from 7th - 24th March 2016.

B. The Design of the Study

In investigating the effectiveness of scanning technique, two classes of eighth grades were selected. The first-class is used as a control group and the other class as an experimental group which acquired some treatments by conducting scanning technique. This research uses a quasi-experimental design. This design was employed by considering the feasibility of the research conducted.

The variables used are classified into dependent and independent variables:

1. The independent variable is scanning technique because this is the prominent methodology which is investigated thus it is selected, manipulated, and measured by the researcher.

2. The dependent variable is students’ recount text test score that is observed and measured to determine the effect of the independent variable.
C. Population and Sample

1. Population

The population in this research is students of Eighth Grade of Islamic Junior High School *Al Inaayah Bogor*. There are about 80 students for the eighth grade.

2. Sample

In this research, the writer used the Purposive Sampling to take the samples of the research. The writer took 48 students from two classes, which are VIII.A and VIII.B. The first class (VIII.A) is experimental class which will be taught by scanning technique in learning recount text and the other class is the controlled class (VIII.B) which will be taught without scanning technique in learning recount text.

D. Instrument of the Study

In this research, two kinds of instruments were used in collecting the data. Each of the instruments was important to answer the problem stated in the research, written test and questionnaire. The written test focused to answer the first question that covers pretest and post-test for both of the experimental and control groups. The written test was validated and measured its reliability by the teacher of the class, so this test worth given to the students.

Questionnaire was given for students who get treatments. The questionnaire gave information about students’ response of scanning technique in learning of recount test to improve students’ skills in answering the questions.

E. Technique of Data Collecting

In collecting the data, the following steps were taken:

1. Organizing teaching procedure in the experimental and control group.
2. Making research instruments that consist of preparing pilot test, pretest and post-test and questionnaire.
3. Distributing a pilot test to the students out of experimental and controlled groups.

4. Administering pre-test to both the experimental and controlled groups to investigate initial abilities between two groups.

5. Organizing lesson plans in teaching recount text using scanning technique. The experimental group was given treatments by using scanning technique then the control group was taught by using conventional method.

6. Administering post-test to both the control and experimental groups in order to reveal the result of treatment.

7. Conducting questionnaire toward the experimental group in order to gather further information about students’ responses toward the treatments given.

F. The Research Procedure

1. Lesson Planning
Lesson Planning is made by adapting the applied Lesson Planning which is used in the school. It is also based on the syllabus of KTSP. Lesson planning used for class experiment was designed by including the treatment of research, scanning technique in teaching recount text, while the class control used conventional method.

2. Validity and Reliability of the Test
Validity and reliability of the test is applied after conducting pilot study. Pilot Test is held by the writer outside the two classes, experimental and controlled groups. The class of pilot test is eighth grade of junior high school in another school. It was conducted to check whether the test measures what is intended to be measured. Anates for multiple choices application is used to measure the validity and reliability of the data. The anates result used to revise and deleted some less appropriate questions (see anates result on appendix7 for further detailed). The researcher make 40 multiple choices in conducting pilot test. After she knows the result, there were 10 inappropriate questions. So, the researcher used 30 tests in conducting pretest and postest.
Moreover, the researcher used scoring guide based on *KKM* (*Kriteria Ketuntasan Minimal*) as suggested by English teacher at MTs Al Inaayah Bogor.

3. Administering Pre-Test
   As mentioned before, the pre-test is administered by using written test. Both the experimental and controlled groups were asked to answer multiple choice questions based on the recount text given. Thereupon, it would be assessed by the teacher of the English subject from that school. The scoring technique is conducted by calculating students’ achievement in the score.

4. Conducting the Treatment
   After performing pre-test, the next step was given treatment for experimental group. The treatment was conducted through scanning technique to observe students’ ability and score in answering multiple choice test in recount text. The design of the lesson plan based on the standard competence and the basic syllabus of the school which was developed by the teacher. Control group was still taught by using conventional technique.

5. Administering Post-Test
   Equal to pre-test, post-test was held after the treatment to the experimental group. The score of post-test would be used as a final comparison to determine any difference between students’ achievement in experimental group and controlled group.

G. Techniques of Data Analysis

1. Scoring Technique
   To acquire valid score that defines students’ ability in the test, it needs clear criteria to assess their work. To qualify this need, the writer will calculating the score of the students in the test. Basically, the method is the same for multiple choice and short-answer items test, it is bay counting the
how many numbers true and how many number false. Then, based on that numbers, the writer gives the score in range 0-100 point.

2. Data analysis in pilot test

The pilot test aims to check validity and reliability of the instrument. It was conducted before doing pretest and post-test. If the respondents were able to understand the given instruction it was concluded that instrument can be used as pretest and post-test.

3. Data analysis on pretest and post-test

Pretest and post-test were given to both experimental and controlled groups in the same procedures. A hypothesis was started with the alpha level at 0.05. The data gathered through pretest and post-test computed one by one by Using SPSS 20.0 for windows. three steps were accomplished covering normality test, homogeneity test, and independent t-test$^1$. The details of statistical procedures as follows:

a. Normal Distribution Test

Normal distribution test was calculated before the t-test. It aims to investigate whether or not the distribution of pretest and post-test both of two groups were normally distributed. The statistical calculation of normality test used Kolmogorov-Smirnov by following three steps below:

1) Setting the level of significance ($p$) at 0.05 and establishing the hypothesis as follows:

$H_0$: the variances of experimental and controlled group are normally distributed.

$H_1$: the variances of experimental and controlled group are not normally distributed.
2) Analyzing the normality distribution with Kolmogorov-Smirnov test.
Comparing the asymp.sig > 0.05, the null hypothesis is not rejected and alternative hypothesis is rejected, and the distribution of data is normal. Hence, if the asymp.sig < 0.05, the null hypothesis is rejected and alternative hypothesis is not rejected, and it means the data is not normally distributed.

Table 3.1

<table>
<thead>
<tr>
<th>Normality test of pre-test</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>EXPERIMENTAL GROUP</td>
<td>.148</td>
<td>24</td>
</tr>
<tr>
<td>CONTROL GROUP</td>
<td>.119</td>
<td>24</td>
</tr>
</tbody>
</table>

The normality test above used Kolmogorov-Smirnov critical points table in determining the ttable. According to the consideration of n=45 and significance level 0.05, the ttable of this normality test was 0.198. Furthermore, table showed that the t value of experimental class was 0.115 and the tvalue of controlled. Class was 0.128. The values were smaller than ttable, in other words, tvalue < ttable (0.115<0.198) for experimental class, and (0.128<0.198) for controlled class. Therefore, Ho was accepted and Hi was rejected. It meant that the distribution of the data was normal. Also, the significance of experimental class was 0.184 and the significance of controlled class was 0.070. The result shown that the significance of both classes are above 0.05. Therefore, the distribution of posttest score was normal.

Table 3.2

<table>
<thead>
<tr>
<th>Normality test of post-test</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>VIIIA</td>
<td>.159</td>
<td>24</td>
</tr>
<tr>
<td>VIIIB</td>
<td>.149</td>
<td>24</td>
</tr>
</tbody>
</table>
The normality test in table used Kolmogorov-Smirnov critical points table in determining the ttable. According to the consideration of n=45 and significance level 0.05, the ttable of this normality test was 0.198. Furthermore, table 4.3 shown that the tvalue of experimental class was 0.102 and the tvalue of controlled class was 0.083. The values were smaller than ttable, in other words, tvalue < ttable (0.102<0.198) for experimental class, and (0.083<0.198) for controlled class. Therefore, Ho was accepted and Hi was rejected. It meant that the distribution of the data was normal. Also, the significance of experimental class was 0.200 and the significance of controlled class was 0.200. The result show that the significance of both classes was above 0.05. Therefore, the distribution of post-test score was normal.

b. Homogeneity of Variance

The homogeneity of variance test used Levene test in SPSS program. The steps are follows:

1) Setting the level of significance (p) at 0.05 and establishing the alternative hypothesis as follows:
   H₀: the variances of the experimental and the controlled group are homogenous
   H₁: the variances of the experimental and the controlled group are not homogenous

2) Analyzing the homogeneity of variance by using Levene test in SPSS. Comparing the asymp.sig with the level of significance to test the hypothesis. If the asymp.sig > 0.05, the null hypothesis is not rejected and alternative hypothesis is rejected. It suggests that the variances of data are homogenous. However, it the asymp.sig ≤ 0.05, the null hypothesis is rejected and alternative hypothesis is not rejected. It clarifies that the variances are significantly different.

### Table 3.3

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
</table>

In the table, the asymp.sig is higher than the determined level of significance (0.05), which also can be stated that 0.900 > 0.05. It indicates that the null hypothesis is not rejected but the alternative hypothesis is rejected. It draws a conclusion that the variance of data is homogenous. It also implies that the analysis of t-test can be conducted since the data is normally distributed and the variances are homogenous.

Table 3.4
Homogeneity test of post-test

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTEST</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Mean</td>
<td>.108</td>
<td>1</td>
<td>48</td>
<td>.743</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.115</td>
<td>1</td>
<td>48</td>
<td>.736</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.115</td>
<td>1</td>
<td>47.9923</td>
<td>.736</td>
</tr>
<tr>
<td>Based on Trimmed Mean</td>
<td>.101</td>
<td>1</td>
<td>48</td>
<td>.751</td>
</tr>
</tbody>
</table>

The level of significance of this test was established at 0.05. Moreover, table 4.6 above shows that the asymp.sig is 0.743 that is greater than 0.05 (0.743 > 0.05). It indicates that the null hypothesis is not rejected and alternative hypothesis is rejected. It means that there is no difference of variance scores between the controlled and the experimental group.

c. Independent t-test

After revealing the result of normality and homogeneity tests, the next statistical computation was analyzing independent t-test. These are the
procedures to follow in calculating the independent t-test of pretest and post-test data:

1) Setting the level of significance \((p)\) at 0.05 and establishing the alternative hypothesis for the pretest and post-test data analysis. The hypothesis are stated as below:

\(H_0\): there is no significant difference between the means in experimental and control groups.

\(H_1\): there is significant difference between the means in experimental and control groups.

2) Analyzing the independent t-test by using SPSS 20.0

Comparing the asymp.sig with the level of significance to test the hypothesis. If the asymp.sig < 0.05 and \(df = 48\), null hypothesis is rejected and alternative hypothesis is not rejected. It clarifies that there is difference of means between experimental and control group. However, if the asymp.sig > 0.05, the null hypothesis is not rejected and alternative hypothesis is rejected. It declares that there is no difference of means between experimental and control group.

4. Effect Size

The effect size computation is conducted to check the level of effect of treatment after the t-test calculation by using SPSS 20.0 from independent t-test of post-test. It was used to determine the significance impact of the treatment of the experimental group. The formula is:

\[
r = \sqrt{\frac{t^2}{t^2 + df}}
\]

The \(t\) refers to the \(t\) value obtained from the independent t-test calculation on post-test data. Afterward, the \(df\) is the amount of samples minus by 2 (\(df\)-
N-2). After obtaining the $r$ value, in addition, it is analyzed by using effect size scale\(^2\).

### Table 3.5
The Scale of Effect Size

<table>
<thead>
<tr>
<th>Effect size</th>
<th>$r$ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>0.100</td>
</tr>
<tr>
<td>Medium</td>
<td>0.243</td>
</tr>
<tr>
<td>Large</td>
<td>0.371</td>
</tr>
</tbody>
</table>

### H. Statistical Hypothesis

According to Hatch and Farhady, hypothesis means a tentative statement about the outcomes of the research, it indicates that question must answered by doing experiment\(^3\). Two hypothesis are formulated as follows:

$H_0 : \mu_1 = \mu_2$, or

$H_A : \mu_1 \neq \mu_2$

Specifically, the hypothesis in this study is the form of the null hypothesis and alternative hypothesis. The null hypothesis ($H_0$) indicates there is no significant difference in means between controlled and experimental group. Meanwhile, the alternative hypothesis ($H_A$) means that there us a significant difference between controlled and experimental group.

\(^2\text{Ibid., p. 106}\)
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter discusses two points. First, it presents the data gathered. Second, the data collected are analyzed concerning the research questions stated in this paper and elaborated based on theories established.

A. Findings

1. Pre-test Result

Pre-test was conducted on March 2016 to 24 students in class VIII A and 24 students in class VIII B (2015/2016). Students’ scores pre-test was evaluated based on the key answers prepared before. Later, the scores were statistically analyzed by using SPSS 20.0 for windows by following several steps.

The data of this part is the result of pre-test conducted in experimental class and controlled class. The scores were classified based on three categories, low, middle, and high. The criteria for those classifications were based on the score. The low score was lower than 70, the middle score was between 70-80, and the high score was higher than 80. In addition, the standard of minimum completeness of English mastery was 70. Therefore, the low score was below the standard of minimum completeness. Furthermore, the classification of the score could be seen in the table below.

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental Class</th>
<th>Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>F(%)</td>
</tr>
<tr>
<td>*&lt;70</td>
<td>13</td>
<td>54.16%</td>
</tr>
<tr>
<td>70-80</td>
<td>6</td>
<td>25%</td>
</tr>
<tr>
<td>81-90</td>
<td>5</td>
<td>20.83%</td>
</tr>
</tbody>
</table>

*below the standard of minimum completeness
Based on the table above, the number of students in experimental class who got score classified into the low score was two students (54.16%) with the lowest score was 40, the middle score was 6 students (25%), and the high score was five students (20.83%) with the highest score was 90. While, in the controlled Class, students who got low score was twenty students (83.33%) with the lowest score was 37, middle score was 4 students (16.66%), and high score was no students (0%). Therefore, the classification of low, middle, and high score showed that most of students in both classes got lowest score ranged from 30-69. The table also showed the mean score of pre-test in experimental class was 66 and in the controlled class were 61. Hence, the mean score of experimental class was higher than the mean of controlled class. However, based on the test of normality and homogeneity, the distribution of the data was normal and homogeneous. It was proven by the significance of the normality and homogeneity test which was above 0.05. T value of normality test in the experimental class was 0.115 and t value in the controlled class was 0.128. The value was lower than table (0.198), therefore, H0 was accepted and H1 was rejected. It meant that the distribution of the data was normal. Furthermore, the calculation of the mean score and the list of students’ scores were attached in the appendix.

a. Independent t-test

Lastly, independent t-test was calculated to see the equity of the data between VIII A and VIII B student’s score means. T-test determines if there is a significant difference between the means of two data sets. The hypotheses established in this analysis were null hypothesis and alternative hypothesis. Null hypothesis proposed that the students’ scores are not significantly different; and alternative hypothesis proposed that there is a significant difference of means between the two groups. The table below is the result of independent t-test conducted on pre-test scores.
Table 4.2

Independent Samples Test

<table>
<thead>
<tr>
<th>Levene’s Test For Quality of Variance</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pretest Equal variance</td>
<td>.016</td>
<td>.900</td>
</tr>
<tr>
<td>assumed Equal variance not assumed</td>
<td>.058</td>
<td>.954</td>
</tr>
</tbody>
</table>

The level of significance established in this test was 0.05 with \( df = 48 \). Based on the statistical analysis illustrated on the table 4.4, it can be explained that the significance value is higher than 0.05 or \( 0.954 > 0.05 \). The result ensures that the null hypothesis is not rejected but the alternative hypothesis is rejected. Therefore, there is no difference between controlled and experimental groups’ means.

By the result of the normality, homogeneity, and independent t-test above, it is apparent that both of the groups have equal initial ability in writing argumentative text. Therefore, class VIII A and VIII B can be grouped as samples of research. The students in class VIII A was selected to be the experimental group, and class VIII B was taken as the controlled group.

2. Post-test Result

Post-test was administered on March 2016 to 24 samples. After gathering the data of post-test scores, similar statistical analysis as pre-test was also accomplished. Beside the calculation on normality, homogeneity, and independent t-test, the effect size was also employed to discover at what value scanning technique affects student’s score.
### Table 4.3
The Score of Post-Test

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental Class</th>
<th></th>
<th>Controlled Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>F(%)</td>
<td>Mean</td>
<td>Freq.</td>
</tr>
<tr>
<td>*&lt;70</td>
<td>7</td>
<td>29.17%</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>70-80</td>
<td>9</td>
<td>37.5%</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>81-90</td>
<td>8</td>
<td>33.33%</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

*below the standard of minimum completeness

The number of students who got middle score in experimental class was 9 students (37.5%) with the lowest were 53 and the number of students who got high score was 8 students (33.33%) with the highest score were 97. Then, students in controlled class who got score classified into the middle score were 4 students (16.67%) with the lowest score was 43 and students whose scores were classified into high score was no student (0%).

Therefore, the students’ score distribution was still dominant in the middle score. However, the portion of middle score and high score in the post-test was more balance than in the pre-test. Furthermore, the table showed the mean score of post-test in experimental class was 75 and in the controlled class was 62. The calculation of the mean score and the list of students’ scores were attached in the appendix.

Also, the writer had checked the normality and the homogeneity of the pretest score. The result of the normality and homogeneity test indicated that the data was normal and homogeneous. It was proven by the significance of the normality and homogeneity test which was above 0.05. Also, tvalue of normality test in the experimental class was 0.102 and tvalue in the controlled class was 0.183. The value was lower than ttable, therefore, Ho was accepted and Hi was rejected. It means that the distribution of the data was normal.


a. **Independent t-test**

The answer of the first research problem would be shown from the result of the calculation of independent t-test on post-test data. This test established null hypothesis and alternative hypothesis as the tentative statement. The null hypothesis announces that there is no significant difference between the mean of controlled and experimental group’s scores. Moreover, the alternative hypothesis reveals the means of score between the two groups that are significantly different. The table below is the result of the statistical calculation.

<table>
<thead>
<tr>
<th>Tabel 4.4</th>
<th>Independent Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>POSTEST</td>
<td>Equal Variances assumed</td>
</tr>
<tr>
<td></td>
<td>Equal Variances not Assumed</td>
</tr>
</tbody>
</table>

This test is established the level of significance in 0.05 and $df = 48$. Meanwhile, table 4.7 above informs that the significance value is lower than 0.05, 0.008<0.05. regarding to this finding, it discovers that the null hypothesis is rejected, , but alternative hypothesis is not rejected. It affirms that there is a difference in mean of post-test scores between the experimental and controlled groups.
In accordance with the result of normality, homogeneity, and independent t-test on post-test scores above, it is noticeable that after the treatments, the scores of multiple choices of recount texts in experimental group were improved. Therefore, a significant difference appeared between the means scores of experimental and controlled groups. In other words, scanning technique improved students’ ability in answering multiple choices test of students in recount text.

In order to find out whether scanning technique affected students’ ability in answering test of recount texts, the calculation of effect size was conducted. The calculation was performed manually by using the following formula developed by Coolidge. The \( t \) refers to the \( t \) value obtained from the independent t-test calculation on post-test data. Afterward, the \( df \) is the amount of samples minus by 2 (\( df = N-2 \))

\[
r = \frac{t}{\sqrt{t^2 + df}}
\]

Derived from table 4.7, \( t \) value is 2.753 and \( df \) is 24. Hence, after completing the computation, it is found that \( r \) value is 0.369, converted to the effect size table (see table 3.1), the obtained value shows medium effect size.

3. The Paired t-test Analysis on Experimental Group Scores

A paired t-test was conducted to discover the differences in experimental group score before and after the students were given the treatments. The calculation of paired t-test was used to analyze the score of the experimental and controlled groups.
Table 4.5
Paired Samples Statistics Pre-Test and Post-Test Experimental Group

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>PRETEST</td>
<td>12.0400</td>
<td>24</td>
<td>2.38886</td>
</tr>
<tr>
<td></td>
<td>POSTEST</td>
<td>13.6400</td>
<td>24</td>
<td>1.95533</td>
</tr>
</tbody>
</table>

Table 4.6
Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRETEST - POSTEST</td>
<td>-1.60000</td>
<td>1.65831</td>
<td>.33166</td>
<td>-2.28452</td>
<td>-0.91548</td>
<td>-4.824</td>
</tr>
</tbody>
</table>

Based on the result, the experimental group students’ scores on post-test were better in which the mean=13.64 than their scores on pre-test the mean=12.04. In addition, the two-tailed value of $p$ was 0.000 which was lower than 0.05. In conclusion, the calculation of paired t-test showed that there was a significant difference between the pre-test and post-test scores of experimental group. Thus, the null hypothesis was rejected because there was a significant difference between pre-test and post-test in experimental group. It can be concluded that the use of scanning technique as a treatment in teaching how to answer multiple choices test of recount text to improve students’ ability was effective.

The calculation was carried out in order to know how well the treatment worked, in term of pre-test and post-test scores for experimental
The result represented effect size with the value of $r = 0.369$ according to Coolidge, the value of $r$ was medium effect. Thus, there was major effect of scanning technique in students’ answering test ability, in other word, the treatment worked very well.

4. The Analyses of Questionnaires

In this research, a close-ended questionnaires and an open-ended questionnaires were used to investigate the advantages and disadvantage of scanning technique in improving students’test score in recount text. The close-ended questionnaires consisted of seven questions, and one question for open-ended questionnaire. The responses are categorized into three major answers. Those are the students’ responses toward learning recount text; students’ responses to the uses of scanning technique in learning recount texts, advantages of using scanning technique to improve students’ skill in answering the question; and Students’ response to the use of scanning technique as a technique in reading. The following table displays the result:

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Question Number</th>
<th>Yes</th>
<th>Moderate</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ response</td>
<td>1</td>
<td>21</td>
<td>87.5%</td>
<td>3</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>24</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Toward learning recount text</td>
<td>3</td>
<td>11</td>
<td>45.83%</td>
<td>3</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Table 4.7
Result of Questionnaire Data Analysis
The result of several categories above are interpreted into:

1. **Students’ response toward their learning recount text.**

   The result of first category in question no. 1 indicates that more than three fourth of the students (87.5%) enjoy learning recount text because they can increase their knowledge through recount text. In addition, the students also said that reading is fun, and they can read many stories. There is none of students (0%) do not like learning recount text. Small numbers of the students (12.5%) moderate to answers this question.

   Question no.2 shows all of the students (100%) said that learning recount text is the important subject because writing can be increase students’ knowledge, know many stories and some students said that learning recount text is important retell the past story or event.
Although students enjoy learning recount text, in question no. 3 some students (41.67%) said that they still have some problems in learning recount text, they said that they have some difficulties in comprehending the text, difficult to find a meaning of a certain words, and some students add that they are lazy to read the text. The others who is in the bigger quantity (45.83%) said that they have no problems in their learning. The rest (12.5%) of the students hesitate about their understanding in learning recount text.

2. Students’ responses to the use of scanning technique in their learning of recount text and advantages of scanning technique to improve students’ reading skill in answering question of the recount text.

The result of this second category or question no. 4 shows three fourth (75%) agree that learning recount text using scanning technique make them easier to answer multiple choices question. Some students also said that scanning technique is helpful and simple because they can find the information they need from the text and answer the question in faster way. Most of students agree that scanning technique make them easier find the information and answer the question than before. For question no.5, almost all of the students (95.83%) state that they get benefit by using scanning technique.

3. Students’ responses to the use of scanning technique as a technique in reading.

The result of the last categories in question no.6 shows that, a half of the students (50%) agree that there is no obstacle in practicing scanning technique. Nearly half of the students (29.17%) said that they have difficulty in understanding the text and need more time to understand it completely, while the other students (20.83%) are still confused in apply scanning technique well because they are still in progress comprehending the use of scanning technique in recount text.
In addition, for question no.7 shows that most of the students (87.5%) agree that they have some progress in learning recount text by using scanning technique. The students’ state that they can improve their understanding of recount text, find the information of the text faster, and make them easier to answer the question.

The open questionnaires only contain one question, as follow: *Menurut anda, bagaimanakah pelajaran recount text dengan menggunakan teknik scanning? Berikan alasannya* (Or what is your opinion about learning recount text by using scanning technique? Give your reason). The result shows that almost all of the students (96%) agree that learning recount text becomes easy and the can understand the text well and fast and answering in a simple way. Most of the students have improvement in their learning of recount text. The students that have problem in answering multiple choice and wasting much time to read, can improve their understanding better. By using scanning technique, students can encourage to find out some new way in reading.

### B. Discussion

The aims of this research were to investigate whether or not scanning technique is effective in improving students’ score in recount text test and to investigate the students’ responses scanning technique at the eighth grade of *MTs Al Inaayah* Bogor. Therefore, the result had positively answered the research question stated in the beginning of the study. Also, this result was supported the findings of previous study conducted by by Li’ismiwati from Jember University that the scanning technique is effective in learning of recount text. The research showed that the use of scanning techniques was appropriate techniques for teaching reading to class XI IPA 3 at SMAN 1 Pesanggaran Banyuwangi. It was proven from the scores of the experimental group that was higher than those of the control group (83.1176>77.6417).
The research choose the VIII junior High School because the writer has experience in teaching Junior High School students when she got integrated teaching profession practice in semester 7, so the writer choose it based on what the writer faced in the class that there are some trouble concerning reading text in the class, one of them is recount text test.

1. The Quantitative Result

The statistical computation on the pre-test scores of the experimental and controlled group using SPSS 20.0 for windows show that the distribution of the experimental and controlled group’s scores are normally distributed. Since the pre-test scores of the experimental and control groups are normally distributed, it means a parametric test using t-test should be used. Brown states that there are two requirements to be able to make assumption from t-test result, the score in each group were normally distributed and variance of the score of the two groups are equal. An independent sample test using t-test shows that both of the control and experimental groups are homogenous.

The improvement of students’ score can be seen from the effect size t value is 0.008 and df is 48. It is found that r value is 0.369. it means that there is a significant improvement in students’ score. To support the data, paired sample test was represented. It can be seen from average pre-test score (12.04) and the average of post-test (13.64), it is increased 1.6 point, which is means that scanning technique has influence in learning recount text.

2. The Qualitative Result

The statistical calculation has represented that there is a significant influence of scanning technique in improving students’ score in recount text test. It means that in the implementation, there are postive responses from the students toward scanning technique. However, based on the result of questionnaires, it can be found that there are not only postive responses toward scanning technique, but also some negative responses from the
students. It brings effect on the lack of their motivation to implement scanning technique in the English learning.

The students’ responses toward learning recount text, it can be seen that students generally like in learning recount text because they can read and know the interesting story. Moreover they also can understand how to retell the past story or past event of them get some advantages such as the moral value of the story.

By learning recount text, all of the students state that that recount text is important for them in their English learning, such as they can understand the structure of recount text and the way to retell past experience or event which they ever passed in the past time. In addition, recount text is also useful for them in real life in order to retell the experience which has been through in the past to inform it again to the people in the present.

However, some students stated that they still have some problem in understanding the text of recount text, finding the meaning of certain words and answering the questions based on the recount text. They are sometimes still confused to find the simple, fast, and appropriate way in finding the answer in recount text test, especially multiple choices test as it has been conducted in this research. While the others, almost a half of the total students in experimental group stated that they face no significant problem in learning recount text, they assume that learning recount text using scanning technique is easy.

75% of students agree that learning using recount text is an easy way to answer multiple choices test based on the recount text. Also, the students have some beneficial in learning recount text using scanning technique. They can understand how to retell the story in the past to their friends in English and apply the use of past tense in the pattern of the sentences. They also find the effective way to answer the test, where they get difficult and too consumed-time in doing the test based on the text.

Although a half students (50%) still face some obstacles in applying the scanning technique in recount text, almost all the students stated that they
have some progress in learning recount text by using scanning technique. The problem of the scanning technique, as what the student argued that they still need time to get used to applying scanning technique in their reading activity. In contrast, the progress of the students can be seen from the score of post-test where students get higher score than what they did in pre-test, before getting treatment.

In general, students get many beneficial applying scanning techniques in learning recount text. They understand the text easily and decide the answer of the question fast. They also stated that by learning recount text they know how to express the past experience or events well.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

According to the findings and the conclusions of the research, there are some conclusions can be drawn as follow:

Scanning, one of the techniques in reading recount text is effective to improve the students’ score in answering multiple choices test of recount text. The experimental study shows that the improvement in the score of recount text’s test of the experimental group is statistically significant than the improvement in controlled group (0.008<0.05, r = 0.369).

The result of the questionnaire shows that most of the students agree that recount text is important and it gives some beneficial for them. Scanning technique is able to make them easy find the information from the text, give them effective time in the test and gives them an easy and simple way in answering the question.

B. Suggestions

There are several suggestions proposed for the next studies in the similar field as the present research; first, in the treatment process, the students have some difficulties in understanding the instruction. The teacher should pay attention more by giving clear instruction before students use scanning technique by their own selves.

Second, the research uses true-experimental design which employs limited sample and weaker than another experimental design. For that reason, it is suggested for the next researcher on this technique to involve larger samples and to strengthen the design to make the research better.

Third, the use of scanning technique in learning of recount text in this research effectively improved students score in the test of recount text. It is important for the next researcher to know whether this technique appropriate
applied in other kind of text. Last is the research is conducted on eighth grade of Islamic Junior High School in Bogor. Hence, further research should prove whether scanning technique is also effective for students in different grades.
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I am always on time for school. I have never been late for my lessons. But this morning, I was very late. Let me tell you why.

At seven-thirty this morning, I was looking for my shoe. My right shoe was in my room, but my left shoe was missing. At seven-forty five I was still looking for it. I was already, but my shoe was still missing. At eight o’clock, my little was going to pass my door. Look! What was on her foot? My shoe! She was playing with it.

I was half an hour late, but my teacher was not angry with me. She told me to hand in my exercise book and I did it. But when she opened my exercise book, she looked very serious and asked me, “Why did you draw such a picture in your exercise book?”

I hung down my head, and I did not say a word. My little sister gave me much trouble.

1. The genre of the text above is....
   a. Recount
   b. Narrative
   c. Anecdote
   d. Report

2. What happened to the writer that morning?
   a. He is always on time
   b. His sister was disturbed
   c. He was late for school
   d. His shoe was in his room

3. Did the teacher know the trouble in that morning?
   a. Yes, she do
   b. No, she doesn’t
   c. Yes, she did
   d. No, she didn’t

4. Why did he come late for his lesson?
   a. He lost his shoe
   b. His sister played with him
   c. He hid his shoe
   d. He drew picture in his exercise book

5. Was his teacher angry with him?
   a. Yes, she did
   b. No, he wasn’t
   c. Yes, she was
d. No, she wasn’t

6. Who gave the writer so much trouble that day?
   a. His teacher did
   b. The writer himself
   c. His sister
   d. His parents

7. Why did the teacher look seriously at the exercise book?
   a. Because the writer didn’t do this homework
   b. Because she saw such a picture
   c. Because the exercise book was odd
   d. Because he drew bad picture in the book

Last week my parents, sister, brother, and I went to the zoo. We went for recreation. We left at 6.00 a.m. It is about a hundred kilometers to go to the zoo from my house.

There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animals, we went home; we stopped at the Borobudur temple for half an hour.

8. Which the most suitable title for the text above?
   a. Going to the zoo
   b. Having recreation
   c. Going to Borobudur
   d. Watching a Giant Snake

9. How many people were looking at the giant snake?
   a. Several
   b. Some
   c. A few
   d. Many

10. How far the distance of the zoo from his house?
    a. One kilometers
    b. Ten kilometers
    c. A hundred kilometers
    d. A hundred meters

11. How many persons did the writer go to the zoo with?
    a. Two
    b. Three
    c. Four
    d. Five

12. “After going around and watching various animals, we went home.” (Paragraph 2) the underlined word has the same meaning as...
    a. Different
    b. Similar
    c. Wild
    d. Mean
I really hate flying. Once, something happened to me. When I was on board, the plane started taking off. It seemed that everything was all right. But suddenly I saw smoke coming from the engine of the plane. The engine was on fire and the plane started to rattle. Suddenly the captain said to us in a very calm voice. “Ladies and gentlemen, we are having a little problem with one of the engines. There is no need to panic. Keep your seat belts fastened. We are going to return to the airport.”

You can imagine how frightened I was, but the crew was fantastic. The flight attendants were really calm and told us not to worry. One of them told me to relax and said that everything would be all right.

A few minutes later, we were coming in to land. The pilot made a smooth landing on the runway. It was over, and we were safe. I took a taxi and went home. From that day on, I decided not to fly anymore.

13. What is the best title for the above text?
   a. Traveling by Air  
   b. A Crash in the Air  
   c. The Flight is on Fire  
   d. My Bad Experience on the Plane

14. What did he ride to go home?
   a. Plane  
   b. Car  
   c. Taxi  
   d. motorcycle

15. The writer did not want to fly anymore because...
   a. His flying experience was so terrifying  
   b. He preferred taking a taxi to a plane  
   c. He wanted to be calm in an airplane  
   d. He wanted to relax during the flight

Last Sunday, my little brother, Anshori, did something funny. He got up late at six. He was hurried. He ran fast to the bathroom. He thought he would be late at school. He forgot it was Sunday. He took a very quick bath, got dressed, took his bag, and ran off to school. He did not even have breakfast.

After walking for five minutes, he noticed that no other children were going to school. Soon, he realized that it was Sunday! Therefore, he walked back home.

We all laughed at him when he got home. He also laughed at himself. Then, he changed his clothes and went back to bed! My naughty brother!

16. When did Anshori do something funny?
   a. Last Saturday  
   b. Last Sunday  
   c. Yesterday  
   d. Last night
17. Whom did Anshori see when he was walking to school?
   a. Other students
   b. His brother
   c. His sister
   d. No one
18. What happened after he walked for five minutes?
   a. He realized that he was late
   b. He knew that his teacher would get angry to him
   c. He knew that it was holiday
   d. He wanted to study at school
19. Did Anshori go to school finally?
   a. Yes, he did
   b. No, he didn’t
   c. No, he couldn’t
   d. Yes, he could

Read the text and answer the following questions.

My Holiday

Last week I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

20. Where did the writer go last week?
   a. Zoo
   b. Mount Bromo
   c. Probolinggo
   d. Wonokromo
21. What did the writer do in the morning?
   a. They went home
   b. They lunch under big tree
   c. They saw Mount Batok
   d. They took a rest
22. How did the writer feel when he rode on horseback?
   a. Excited
   b. Scary
   c. Happy
23. What did they do under the big tree?
   a. They Took a picture
   b. They saw Mount Batok
   c. They took a lunch
   d. They rode a horse

24. Where did the writer and his friend go before they got home?
   a. They went to the zoo
   b. They went to the mountain
   c. They took a rest under a big tree
   d. They went to garden

25. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting. The underlined word has the same meaning as...
   a. Fun
   b. Tired
   c. Scary
   d. Bad

26. What did the writer think about his holiday?
   a. Fun
   b. Tired
   c. Scary
   d. Interesting

My Moms’ Birthday

It was my Moms’ birthday last Sunday. We had a plan to make a surprising party for her. On Saturday, my sister and I went shopping. We found a nice veil. We bought it and wrapped it in red paper. Red is Moms’ favorite color. We also bought a birthday cake. It was small but nice. We kept the cake in the refrigerator. Mom didn’t know about our plan.

On Sunday morning, the party was begun. My sister and I got up earlier than usual. I cooked some foods for our breakfast. My sister cleaned the house, washed the dished and clothes. At 5.30, everything was okay. I took the birthday cake from the refrigerator. My sister prepared the gift. We brought them to Moms’ room. Then we woke up Mom. She was so surprised after knowing what we have done. “Happy Birthday Mom”, my sister and I said together. “Thanks children, you are my sweetheart,” replied Mom. Then she held us. We were very happy.

27. What day was the writers’ mother birthday?
   a. Last week
   b. Last Sunday
   c. Last month
   d. Last Saturday

28. Who was cooked some foods for breakfast?
My mother and I went shopping to Pasar Johar Market Last Sunday. We took a bus at 8 a.m. and got there at 10 a.m.

We went to the fruit section. We bought two kilograms of guavas and three papayas. After that, we went to the fish section to buy two kilograms of fresh fish. Then we went to the fashion shop to buy dresses for my sister. Pasar Johar was very hot at that time. I felt so thirsty, so I asked my mother to have some drink at a small food stall nearby.

We went home at 11 a.m. by a taxi because we had to go to our family in Semarang.

34. Who went to the market?
   a. The writer
   b. My mother and the writer
c. Out mother
d. The writer’s mother and the writer

35. What did they buy at the food stall?
   a. Only drink
   b. Fruit and dresses
   c. Fruit, fish, and dresses
   d. Fruit, fish, dresses, and drink

36. What did they buy in the fruit section?
   a. They bought three papayas and three guavas
   b. They bought two kilograms of papaya and guava
   c. They bought two kilograms of guavas and three papayas
   d. They bought three guavas and two kilograms of papayas

37. When did the writer go shopping to Pasar Johar?
   a. Last year
   b. Last Sunday
   c. Every Sunday
   d. Last month

38. How did they go to their home?
   a. By taxi
   b. By car
   c. By bus
   d. By bike

39. How did they go to the market?
   a. By taxi
   b. By car
   c. By bus
   d. By bike

40. How long did they spend to go to the market?
   a. 2 hours
   b. 8 hours
   c. 10 hours
   d. 11 hours
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
PERTEMUAN 1-2 KELAS EKSPERIMENT

Nama sekolah : MTs Al Inaayah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / II (Dua)
Standar Kompetensi : Membaca


Kompetensi Dasar : 11.1 membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar

Jenis teks : Monolog recount
Tema : Holiday
Aspek/Skill : Membaca
Alokasi Waktu : 4x 40 menit

I. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Membaca ‘Holiday in Lombok’ dengan intonasi dan ekspresi yang tepat
b. Membaca ‘Vacation to Indravanti Beach’ dengan intonasi dan pelafalan yang tepat.

Karakter siswa yang diharapkan :
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)

II. Materi Pembelajaran :

1. Developing Skills
   Bacaan : teks
2. Kosa kata kerja operasional.
3. Ciri teks recount.
   • Definition of Recount:
     Recount text is a text that telling the reader about one story, action, or activity. Its goals are to entertaining or informing the reader.
   • Generic Structure of Recount:
Materi Pertemuan Pertama

Last Saturday I woke up early. But I didn’t get up because there was no school. Suddenly, my telephone was rung. It was my friend, Maya. She asked me to go out at 10.00 o’clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it. Then, Maya and I read this out. We were fully shocked. It was a coupon of a four night tour to Lombok. The expired date was that day. To our surprised, the name was Maya Ismanti and the birth date was exactly the same like Maya my friend and it was also valid for two persons. My God! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long holiday, so we could enjoy the ‘gift’ happily. We also bought some presents for our family and friends.

Answer the following questions based on the text above.

1. What does the text tell us about?
   Answer:

2. What did the writer get?
   Answer:

3. What did they do after getting the coupon?
   Answer:

4. Mention who were involved in the text above!
   Answer:

5. What is the purpose of the text above?
1. Pengertian


Teknik membaca memindai (Scanning) adalah teknik menemukan informasi dari bacaan secara cepat, dengan cara menyapu halaman demi halaman secara merata, kemudian ketika sampai pada bagian yang dibutuhkan, gerakan mata berhenti. Mata bergerak cepat, meloncat-loncat, dan tidak melihat kata demi kata.

2. Langkah-langkah Scanning


b) Carilah kata yang dicetak tebal, miring atau yang dicetak berbeda dengan teks lainnya.

c) Terkadang penulis menempatkan kata kunci dibatas paragraph.

Langkah atau proses Scanning yang lainnya yakni ; Scanning dilakukan dengan cara :

1) Menggerakkan mata seperti anak panah langsung meluncur kebawah menemukan informasi yang telah ditetapkan.

2) Setelah ditemukan kecepatan diperlambat untuk menemukan keterangan lengkap dari informasi yang dicari, dan

3) Pembaca dituntut memiliki pemahaman yang baik berkaitan dengan karakteristik yang dibaca (misalnya, kamus disusun secara alfabetis dan ada keyword disetiap halaman bagian kanan atas, ensiklopedi disusun secara alfabetis dengan pembalikan untuk istilah yang terdiri dari dua kata, dan sebagainya).

3. Tujuan

Adapun tujuan dari membaca Scanning adalah :

a) Mencari informasi dalam buku secara cepat,

b) Scanning merupakan teknik membaca cepat untuk menemukan informasi yang telah ditentukan pembaca,
c) Pembaca telah menentukan kata yang dicari sebelum kegiatan Scanning dilakukan, pembaca tidak membaca bagian lain dari teks kecuali informasi yang dicari.

d) Mendapatkan informasi spesifik dari sebuah teks. Biasanya, ini dilakukan jika Anda telah mengetahui dengan pasti apa yang Anda cari sehingga berkonsentrasi mencari jawaban yang spesifik.

**Materi Pertemuan Kedua**

Last weekend, after visiting my parent at Wonosari Gunung Kidul, I and my family went to Indrayanti Beach to spend our holiday by our own car.

The way to get Indrayanti Beach is very zigzag and it’s very quiet in the middle of the night. We almost got lost since we never go there before, but eventually we got there safely. We hardly got a room to stay overnight because it was long weekend so that we could not find a room easily.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My son was playing white sand with his sister while I took their picture.

A day at Indrayanti Beach felt so short. We were quite tired for playing a whole day, but we were very happy.

**III. Model dan Metode Pembelajaran**

Model Pembelajaran : Pendekatan kontekstual

Metode Pembelajaran : Diskusi

**IV. Alat dan Bahan: Sumber/ Bahan/ Alat Belajar**

Sumber:

a. Kurikulum KTSP dan perangkatnya
b. Buku sumber Bahasa Inggris SMP:

Alat:

a. Laptop.

b. Handout yang disiapkan oleh guru.

**V. Langkah-langkah Kegiatan Pembelajaran**

1. Pertemuan pertama
A. Kegiatan Pendahuluan

Apersepsi:
- Mengondisikan kelas (mempersiapkan siswa mengikuti kegiatan belajar dan mengajar dilakukan dengan merapikan tata kursi siswa, berdoa bersama, dan mengisi daftar hadir siswa).
- Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas.

Motivasi:
Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti

Eksplorasi
Dalam kegiatan eksplorasi pertemuan pertama, guru:
- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topic/tema materi yang akan dipelajari
- Membagikan handout materi pertemuan pertama “Holiday in Lombok”
- Melibatkan peserta didik secara aktif untuk mencari informasi tentang karakteristik teks recount, pola kalimat berbentuk past tense, dan langkah-langkah dalam memahami teks recount “Holiday in Lombok”
- Menjelaskan technique dalam memahami teks recount “Scanning Technique” (pengertian, tujuan, serta langkah-langkah dalam mempelajari teks recount menggunakan Scanning Technique dengan tepat)
- Menjawab pertanyaan berdasarkan informasi dalam bacaan
- Memfasilitasi terjadinya interaksi antar peserta didik serta peserta didik dengan guru.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi
Dalam kegiatan elaborasi pertemuan pertama, guru:
- Menerangkan kepada siswa untuk tidak cemas terhadap kemungkinan kata yang akan siswa baca dalam teks “Holiday in Lombok”
- Memastikan siswa untuk fokus hanya kepada jawaban yang dibutuhkan pada soal yang tertera dalam handout sesuai dengan tehnik scanning yang sudah dijelaskan.
- Memberitahu siswa bahwa dalam menggunakan tehnik scanning, waktu siswa dibatasi dalam menjawab soal.
- Memberikan dua atau tiga pertanyaan umum guna mengecek pemahaman dini siswa tentang isi dari teks recount.

Konfirmasi
Dalam kegiatan konfirmasi pertemuan pertama, guru:
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa tentang pembelajaran teks recount dengan tehnik scanning.
Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. Kegiatan Penutup
Dalam kegiatan penutup, guru:
- Bersama-sama dengan peserta didik membuat simpul pelajaran teks recount dengan menggunakan teknik scanning.
- Melakukan penilaian terhadap kegiatan sesuai acuan penilaian.
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

2. Pertemuan kedua
B. Kegiatan Pendahuluan
Apersepsi:
- Mengondisikan kelas (mempersiapkan siswa mengikuti kegiatan belajar dan mengajar dilakukan dengan merapikan tata kursi siswa, berdoa bersama, mengisi daftar hadir siswa, dan membagikan handout materi teks recount “Vacation to Indrayanti Beach”).
- Tanya jawab tentang pengalaman pribadi yang berhubungan dengan tema yang akan dipelajari hari ini.

Motivasi:
- Menjelaskan pentingnya materi recount text beserta kompetensi yang harus dikuasai siswa: tujuan pembelajaran proses melalui scanning technique.

B. Kegiatan Inti
Eksplorasi
Dalam kegiatan eksplorasi pertemuan kedua, guru:
- Melibatkan peserta didik secara aktif untuk mencari informasi yang luas tentang karakteristik teks recount serta memahami teks recount dengan menggunakan teknik scanning secara tepat.
- Memfasilitasi peserta didik memahami detail informasi specific yang terdapat pada teks recount dengan menggunakan teknik scanning.

Elaborasi
Dalam kegiatan elaborasi pertemuan kedua, guru:
- Menerangkan kepada siswa untuk tidak cemas terhadap kemungkinan kata yang akan siswa baca dalam teks “Vacation to Indrayanti Beach”
- Memastikan siswa untuk fokus hanya kepada jawaban yang dibutuhkan pada soal yang tertera dalam handout sesuai dengan teknik scanning yang sudah dijelaskan.
- Memberitahu siswa bahwa dalam menggunakan teknik scanning, waktu siswa dibatasi dalam menjawab soal.
Memberikan dua atau tiga pertanyaan umum guna mengecek pemahaman dini siswa tentang isi dari teks recount.

**Konfirmasi**
Dalam kegiatan konfirmasi pertemuan kedua, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa tentang pembelajaran teks recount dengan teknik scanning.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

**C. Kegiatan Penutup**
Dalam kegiatan penutup pertemuan kedua, guru:

- Bersama-sama dengan peserta didik membuat simpulan pelajaran teks recount dengan menggunakan teknik scanning
- Memberikan kesempatan kepada siswa untuk bertanya sebelum KBM berakhir
- Melakukan penilaian terhadap kegiatan sesuai acuan penilaian
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

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**A. Pedoman Penilaian:**
1. Nilai maksimal: A
2. Nilai minimal : B (KKM = 75)

**B. Nilai dalam angka:**

- A = 85 (sangat baik/istimewa)
- B = 75 (baik/cukup)
- C = 65 (kurang)
- D = 50 (sangat kurang)

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Bogor, 24 Maret 2016

Peneliti

NUR’AINI
NIM. 109014000042
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
PERTEMUAN 1-2 KELAS KONTROL

Nama sekolah : MTs Al Inaayah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / II (Dua)

Standar Kompetensi : Membaca
   1. Memahami makna dalam esei pendek pendek sederhana berbentuk Recount dan Narrative untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : 11.1 membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar

Jenis teks : Recount Text
Aspek/Skill : Membaca
Alokasi Waktu : 4 x 40 menit

I. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon makna dalam:
   a. Membaca ‘Holiday in Lombok’ dengan intonasi dan ekspresi yang tepat
   b. Membaca ‘Vacation to Indrayanti Beach’ dengan intonasi dan pelafalan yang tepat.

Karakter siswa yang diharapkan :
   Dapat dipercaya (Trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)

II. Materi Pembelajaran :
   1. Developing Skills
      Bacaan : teks
   2. Kosa kata kerja operasional.
   3. Ciri teks recount.
      • Definition of Recount:
         Recount text is a text that telling the reader about one story, action, or activity. Its goals are to entertaining or informing the reader.
      • Generic Structure of Recount:
i. Orientation tells who was involved, what happened, where the events took place, and when it happened.
ii. Events (event 1 and 2) tell what happened and in what sequence.
iii. Reorientation (optional) consists of optional-closure of events/ending.


**Materi Pertemuan Pertama**

Last Saturday I woke up early. But I didn’t get up because there was no school. Suddenly, my telephone was rung. It was my friend, Maya. She asked me to go out at 10.00 o’clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it. Then, Maya and I read this out. We were fully shocked. It was a coupon of a four night tour to Lombok. The expired date was that day. To our surprised, the name was Maya Ismanti and the birth date was exactly the same like Maya my friend and it was also valid for two persons. My God! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long holiday, so we could enjoy the ‘gift’ happily. We also bought some presents for our family and friends.

Answer the following questions based on the text above.

1. What does the text tell us about?
   Answer:

2. What did the writer get?
   Answer:

3. What did they do after getting the coupon?
   Answer:

4. Mention who were involved in the text above!
   Answer:

5. What is the purpose of the text above?
Materi Pertemuan Kedua

Last weekend, after visiting my parent at Wonosari Gunung Kidul, I and my family went to Indrayanti Beach to spend our holiday by our own car.

The way to get Indrayanti Beach is very zigzag and it’s very quiet in the middle of the night. We almost got lost since we never go there before, but eventually we got there safety. We hardly got a room to stay overnight because it was long weekend so that we could not find a room easily.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My son was playing white sand with his sister while I took their picture.

A day at Indrayanti Beach felt so short. We were quite tired for playing a whole day, but we were very happy.

III. Model dan Metode Pembelajaran
Model Pembelajaran : Pendekatan kontekstual
Metode Pembelajaran : Dictation

IV. Alat dan Bahan: Sumber/ Bahan/ Alat Belajar
Sumber:
a. Kurikulum KTSP dan perangkatnya
b. Buku sumber Bahasa Inggris SMP
Alat:
a. Papan tulis dan spidol.
b. Handout yang disiapkan oleh guru.

V. Langkah-langkah Kegiatan Pembelajaran
1. Pertemuan pertama
A. Kegiatan Pendahuluan
Apersepsi :
• Mengondisikan kelas (mempersiapkan siswa mengikuti kegiatan belajar dan mengajar dilakukan dengan merapikan tata kursi siswa, berdoa bersama, dan mengisi daftar hadir siswa).
• Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas.

Motivasi :
Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.
B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi pertemuan pertama, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topic/tema materi yang akan dipelajari
- Membagikan handout materi pertemuan pertama “Holiday in Lombok”
- Melibatkan peserta didik secara aktif untuk mencari informasi tentang karakteristik teks recount, pola kalimat berbentuk past tense, dan langkah-langkah dalam memahami teks recount “Holiday in Lombok”
- Memfasilitasi terjadinya interaksi antar peserta didik serta peserta didik dengan guru.

Elaborasi

Dalam kegiatan elaborasi pertemuan pertama, guru:

- Menerangkan kepada siswa untuk tidak cemas terhadap kemungkinan kata yang akan siswa baca dalam teks “Holiday in Lombok”
- Memastikan siswa untuk fokus hanya kepada jawaban yang dibutuhkan pada soal yang tertera dalam handout
- Memberikan dua atau tiga pertanyaan umum guna mengecek pemahaman dini siswa tentang isi teks

Konfirmasi

Dalam kegiatan konfirmasi pertemuan pertama, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa tentang pembelajaran teks recount
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik membuat simpulan pelajaran teks recount
- Melakukan penilaian terhadap kegiatan sesuai acuan penilaian
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

2. Pertemuan kedua

B. Kegiatan Pendahuluan

Apersepsi :

- Mengondisikan kelas (mempersiapkan siswa mengikuti kegiatan belajar dan mengajar dilakukan dengan merapikan tata kursi siswa, berdoa bersama, mengisi daftar hadir siswa, dan membagikan handout materi teks recount “Vacation to Indrayati Beach”).
• Tanya jawab tentang pengalaman pribadi yang berhubungan dengan tema yang akan dipelajari hari ini.

B. Kegiatan Inti

_Eksplorasi_

Dalam kegiatan eksplorasi pertemuan kedua, guru:

- Melibatkan peserta didik secara aktif untuk mencari informasi yang luas tentang karakteristik teks recount serta memahaminya.
- Memfasilitasi peserta didik memahami detail informasi specific yang terdapat pada teks recount.

_Elaborasi_

Dalam kegiatan elaborasi pertemuan kedua, guru:

- Menerangkan kepada siswa untuk tidak cemas terhadap kemungkinan kata yang akan siswa baca dalam teks “Vacation to Indrayanti Beach”
- Memastikan siswa untuk fokus hanya kepada jawaban yang dibutuhkan pada soal yang tertera dalam handout
- Memberikan dua atau tiga pertanyaan umum guna mengecek pemahaman dini siswa tentang isi dari teks recount.

_Konfirmasi_

Dalam kegiatan konfirmasi pertemuan kedua, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa tentang pembelajaran teks recount.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik membuat simpulan pelajaran teks recount
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
A. Pedoman Penilaian;
   1. Nilai maksimal: A
   2. Nilai minimal: B (KKM = 75)

B. Nilai dalam angka;
   A = 85 (sangat baik/istimewa)
   B = 75 (baik/cukup)
   C = 65 (kurang)
   D = 50 (sangat kurang)

Bogor, 24 Maret 2016
Peneliti

Nur’aini
NIM. 109014000042
F. Contoh Recount Text dan Penjelasannya

Contoh 1: Vacation to Indrayanti Beach

Last weekend, after visiting my parent at Wonosari Gunungkidul, I and my family went to Indrayanti Beach to spend our holiday by our own car.

The way to get Indrayanti Beach is very zigzag and it's very quiet in the middle of night. We almost got lost since we never go there before, but eventually we got there safely. We hardly got a room to stay overnight because it was long weekend so that we could not find a room easily.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My son was playing white sand with his sister while I took their picture.

A day at Indrayanti beach felt so short, we were quite tired for playing a whole day, but we were very happy.

Penjelasan:

- Paragraf kedua dan ketiga: Events, dua paragraf ini berisi event atau urutan kejadian dalam peristiwa perjalanan dan kegiatan pelaku (we) di pantai Indrayanti.
- Paragraf keempat: Reorientation, penulis mengakhiri cerita tentang perjalanan pelaku dengan membuat kesimpulan bahwa sekalipun pelaku lelah, tapi mereka merasa senang.
FORMAT QUESTIONNAIRE

Wawancara ini bertujuan untuk mengetahui respon anda tentang penggunaan scanning technique dan manfaatnya dalam kemampuan menulis anda. Kerjasama anda untuk menjawab dengan sebenarnya berdasarkan apa yang anda rasakan sangat diperlukan.

Jawaban anda dalam wawancara tidak akan mempengaruhi nilai anda dan kerahasiaan jawaban anda dijamin.

Catatan:
1. **Scanning Techniques** adalah sebuah teknik membaca dalam memahami suatu informasi spesifik maupun rincian dalam suatu teks, seperti pada *Recount text*. Teknik ini juga dapat digunakan untuk membantu siswa dalam menjawab tes dalam teks *recount*.
2. **Recount Text** adalah teks yang bertujuan untuk menceritakan kembali pengalaman, peristiwa, ataupun cerita seseorang yang terjadi di masa lampau.

Nama: ..................................................

1. Apakah anda senang dengan pelajaran Recount Text? Ya/ragu-ragu/tidak, Berikan alasannya!

2. Menurut anda, pentingkah mempelajari tentang recount text itu? Ya/ragu-ragu/tidak, Berikan alasannya!

3. Apakah ada hambatan yang anda alami dalam mempelajari recount text? Ya/ragu-ragu/tidak, Berikan alasannya!

4. Apakah anda merasa lebih mudah dalam mempelajari recount text dengan menggunakan teknik *scanning*? Ya/ragu-ragu/tidak, Berikan alasannya!
5. Apakah ada manfaat yang anda rasakan setelah belajar recount text dengan menggunakan teknik *scanning*? Ya/ragu-ragu/tidak, Berikan alasannya!

6. Apakah ada hambatan atau masalah yang anda hadapi saat mempraktekan teknik group *scanning* Ya/ragu-ragu/tidak, Berikan alasannya!

7. Apakah setelah menggunakan teknik *scanning* anda merasakan kemajuan dalam mempelajari recount text? Ya/ragu-ragu/tidak, Berikan alasannya!

8. Menurut anda, bagaimanakah pelajaran recount text dengan menggunakan teknik *scanning*? Berikan alasannya!
1. Choose the correct answer by crossing (X) a, b, c, or d.

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogy Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

1. The text above mainly discussed about.....
   a. The writers’ trip to Yogyakarta
   b. The writers' first visit to Prambanan
   c. The writers' impression about the guide
   d. The writers' experience about Borobudur

2. The genre of the text above is.....
   a. Recount
   b. Narrative
   c. Anecdote
   d. Report

3. The purpose of the text is to.....
   a. Tell past events
   b. To inform the readers about events of the day
   c. Entertain the readers
   d. Report the events to the police

4. What are the big temples in Prambanan?
   a. Paria, Brahmana, and Temple
   b. Brahmana, Syiwa, and Wisnu temples
   c. Wisnu, Syiwa, and Borobudur temples
   d. Borobudur, Syiwa, and Brahmana temples
5. Why did they only visit Brahmana and Syiwa temples?
   a. Because there was no wisnu temple
   b. Because Wisnu temple is amazing
   c. Because Wisnu temple was too small
   d. Because Wisnu temple was being repaired

6. When did they go home?
   a. On Saturday morning
   b. On Friday evening
   c. On Thursday evening
   d. On Friday afternoon

Last Sunday, my little brother, Anshori, did something funny. He got up late at six. He was hurried. He ran fast to the bathroom. He thought he would be late at school. He forgot it was Sunday. He took a very quick bath, got dressed, took his bag, and ran off to school. He did not even have breakfast.

After walking for five minutes, he noticed that no other children were going to school. Soon, he realized that it was Sunday! Therefore, he walked back home.

We all laughed at him when he got home. He also laughed at himself. Then, he changed his clothes and went back to bed! My naughty brother!

7. When did Anshori do something funny?
   a. Last Saturday
   b. Last Sunday
   c. Yesterday
   d. Last night

8. Whom did Anshori see when he was walking to school?
   a. Other students
   b. His brother
   c. His sister
   d. No one

9. What happened after he walked for five minutes?
   a. He realized that he was late
   b. He knew that his teacher would get angry to him
   c. He knew that it was holiday
   d. He wanted to study at school

10. Did Anshori go to school finally?
    a. Yes, he did
    b. No, he didn’t
    c. No, he couldn’t
    d. Yes, he could
My mother and I went shopping to Pasar Johar Market last Sunday. We took a bus at 8 a.m. and got there at 10 a.m.

We went to the fruit section. We bought two kilograms of guavas and three papayas. After that, we went to the fish section to buy two kilograms of fresh fish. Then we went to the fashion shop to buy dresses for my sister. Pasar Johar was very hot at that time. I felt so thirsty, so I asked my mother to have some drink at a small food stall nearby.

We went home at 11 a.m. by a taxi because we had to go to our family in Semarang.

11. Who went to the market?
   a. The writer
   b. My mother and the writer
   c. Out mother
   d. The writer's mother and the writer

12. What did they buy at the food stall?
   a. Only drink
   b. Fruit and dresses
   c. Fruit, fish, and dresses
   d. Fruit, fish, dresses, and drink

13. When did the writer go shopping to Pasar Johar?
   a. Last year
   b. Last Sunday
   c. Every Sunday
   d. Last month

14. How did they go to the market?
   a. By taxi
   b. By car
   c. By bus
   d. By bike

I am always on time for school. I have never been late for my lessons. But this morning, I was very late. Let me tell you why.

At seven-thirty this morning, I was looking for my shoe. My right shoe was in my room, but my left shoe was missing. At seven-forty five I was still looking for it. I was already, but my shoe was still missing. At eight o'clock, my little was going to pass my door. Look! What was on her foot? My shoe! He was playing with it.

I was half an hour late, but my teacher was not angry with me. She told me to hand in my exercise book and I did it. But when she opened my exercise book, she looked very serious and asked me, "Why did you draw such a picture in your exercise book?"

I hung down my head, and I did not say a word. My little sister gave me much trouble.
15. What happened to the writer that morning?
   a. He is always on time
   b. His sister was disturbed
   c. He was late for school
   d. His shoe was in his room

16. Why did he come late for his lesson?
   a. He lost his shoe
   b. His sister played with him
   c. He hid his shoe
   d. He drew picture in his exercise book

17. Was his teacher angry with him?
   a. Yes, she did
   b. No, he wasn’t
   c. Yes, she was
   d. No, she wasn’t

18. Who gave the writer so much trouble that day?
   a. His teacher did
   b. The writer himself
   c. His sister
   d. His parents

19. Why did the teacher look seriously at the exercise book?
   a. Because the writer didn’t do this homework
   b. Because she saw such a picture
   c. Because the exercise book was odd
   d. Because he drew bad picture in the book

I really hate flying. Once, something happened to me. When I was on board, the plane started taking off. It seemed that everything was all right. But suddenly I saw smoke coming from the engine of the plane. The engine was on fire and the plane started to rattle. Suddenly the captain said to us in a very calm voice, “Ladies and gentlemen, we are having a little problem with one of the engines. There is no need to panic. Keep your seat belts fastened. We are going to return to the airport.”

You can imagine how frightened I was, but the crew was fantastic. The flight attendants were really calm and told us not to worry. One of them told me to relax and said that everything would be all right.

A few minutes later, we were coming in to land. The pilot made a smooth landing on the runway. It was over, and we were safe. I took a taxi and went home. From that day on, I decided not to fly anymore.
20. What is the best title for the above text?
   a. Traveling by Air
   b. A Crash in the Air
   c. The Flight is on Fire
   d. My Bad Experience on the Plane

21. The writer did not want to fly anymore because...
   a. His flying experience was so terrifying
   b. He preferred taking a taxi to a plane
   c. He wanted to be calm in an airplane
   d. He wanted to relax during the flight

Last week my parents, sister, brother, and I went to the zoo. We went for recreation. We left at 6.00 a.m. It is about a hundred kilometers to go to the zoo from my house.

There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animals, we went home; we stopped at the Borobudur temple for half an hour.

22. Which is the most suitable title for the text above?
   a. Going to the zoo
   b. Having recreation
   c. Going to Borobudur
   d. Watching a Giant Snake

23. How many people were looking at the giant snake?
   a. Several
   b. Some
   c. A few
   d. Many

24. How many persons did the writer go to the zoo with?
   a. Two
   b. Three
   c. Four
   d. Five

25. “After going around and watching various animals, we went home.” (Paragraph 2) The underlined word has the same meaning as...
   a. Different
   b. Similar
   c. Wild
   d. Mean
It was my Grandpa’s birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa’s favorite color.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang “Happy Birthday” and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

26. What is the topic of the text?
   a. Party
   b. Nice shopping
   c. Grandpa’s birthday
   d. Weekend at grandpa’s house

27. What did the writer do in the kitchen?
   a. Preparing for a meal
   b. Preparing for lunch
   c. Roasted a lobster
   d. Made a cake

28. How many siblings that the writer has?
   a. One
   b. Two
   c. Three
   d. Four

29. What was the present from the writer?
   a. Cake
   b. Flowers
   c. Chocolate
   d. Batik shirt

30. It was a big and beautiful cake. The word it refers to.....
   a. Batik shirt
   b. Cake
   c. Flowers
   d. chocolate
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RELIABILITAS TES

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KorelasixY= 0,77
Reliabilitas Tes= 0,87
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**Jumlah Subyek**: 25  
**Butir Soal**: 40  
**Nama berkas**: D:\A BISMILLAH\PENELITIAN\ANATES K NUREN\UJI VALIDITAS.ANA
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### KUALITAS PENGECEKAN

**Jumlah Subyek= 25**

**Butir Soal= 40**

**Nama berkas:** D:\A BISMILLAH\PENELITIAN\ANATES K NUREN\UJI VALIDITAS.ANA

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**Keterangan:**
** : Kunci Jawaban
++ : Sangat Baik
+  : Baik
-  : Kurang Baik
-- : Buruk
--- : Sangat Buruk
SURAT PERMOHONAN IZIN PENELITIAN

Nomor: Un.01/F1/KM.01.3/1038/2016
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 1 Maret 2016

Kepada Yth.

Kepala Sekolah MTs Al Inaayah
Gunung Sindur
di
Tempat

Assalamualaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Nur‘aini
NIM : 109014000042
Jurusan : Pendidikan Bahasa Inggris (PBI)
Semester : XIV
Judul Skripsi : "The Effectiveness of Scanning Technique in Students’ Reading of Recount Text"

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor: 230/SK/MTs.AI/III/2016

Berkenaan dengan surat Universitas Islam Negeri (UIN) Jakarta Nomor: Un.01/F1/KM.01.3/1038/2016 Tanggal 1 Maret 2016 Perihal "Rekomendasi Izin Penelitian", maka dengan ini Kepala Madrasah Tsanawiyah Al-Inaayah Gunung Sindur Kab.Bogor menerangkan bahwa:

Nama Lengkap: Nur‘aini
NPM: 10901400042
Jurusan: Pendidikan Bahasa Inggris
Tahun Akademik: 2009/2010
Jenjang Program Studi: Strata Satu (S1)
Judul Skripsi: "The Effectiveness of Scanning Technique In Students' Reading Of Recount Text"

Telah melaksanakan penelitian untuk kelengkapan skripsi dengan judul: "The Effectiveness Of Scanning Technique In Students' Reading Of Recount Text".

Demikian, agar dapat dipergunakan sebagaimana mestinya.

Gunung Sindur, 7 Maret 2016

Kepala Madrasah Tsanawiyah Al-Inaayah

Mohamad Ruis Rizwan, S.HI.,MA.