A. Reading

1. Definition of Reading

Reading is one of the language skills (listening, reading, writing, and speaking) which is important to be learned and mastered by every individual. By reading, one can interact with feelings and thoughts, obtain information and improve the science knowledge. According to Tarigan (1998:7) reading is a process which is used by a reader in order to get the purpose of the writer through the written word.

Thorndike in Nurhadi (2000:13) argues that reading is process in thinking and reasoning. It means that when a reader reads a text, he uses his brain to think and reason out.

Based on the definition above the writer gets conclusion that reading can be defined as a complex process that is done by a reader to comprehend the writer’s purposes. Besides, in reading process the reader uses his brain to think and reason out.

2. The Importance of Reading

Reading is one of the important aspect for the students, especially in English. From reading the students can get many information and knowledge. According to Ramelan (1990:1) reading is a good activity for learners, reading is also something crucial and indispensable since success of their study depends for
the greater part on their ability to read. Reading plays very important parts in our life. Through reading we can explore the world, countries that have never been visited before, the minds and ideas of great people in the past, all of which will enrich our experience and knowledge and broaden our horizon. If the students’ reading skill is poor they are very likely to fail in their study, or at least they will have difficulty in making progress. On the other hand, if they have good reading skill, they will have better chance in their study at school.

From the statement above we know the importance of reading for students at school and after they graduate their study at school.

3. The Purpose of Reading

Students read books or other resources for many purposes and there are some experts offering some purposes of reading based on their point of view.

Linse (2005:71) divides the purpose of reading into two kinds those are reading for pleasure and reading for information. Reading for pleasure means that it is purposed to follow a narrative and enjoy the “sound” or rhyme of literary text. Furthermore, Kharsen in Mickulecky and Jefries (2004:3) states that regular reading for pleasure can help students increase their knowledge. By reading for pleasure the students can increase their vocabulary, reading speed,
comprehension and writing. Besides, they can get more knowledge, find examples of many different ways people speak or write. Reading for information means that the reader reads many kinds of the text to acquire an amount of information from them.

There are some aims of reading those are

a. Reading for details fact

The students read to get or know the invention that have been done by the writer or solve the problem of the writer.

b. Reading for main ideas

The students read the text to know “why is the topic good or interesting, then the problems on the story and make summaries of the story.”

c. Reading for sequence or organization

The students read the text to know “what is happening in each part of the story in every episode, and solve the problems of the story.”

d. Reading to classify

The students read the text to classify some information or actions of the writer in the text or paragraph.

e. Reading for inference

The students read in order to find out the conclusion from the action or ideas in the text.
f. Reading for comparison or contrast

The students read to compare the plot of the story or content whether having similarity with him or even contrast.

(Tarigan, 2008:9)

4. The Ways of Reading

Through reading, students meet and become familiar with new grammar structure. At the same times they widen their vocabulary. According to Grellet (1984:4) the ways of reading are as follows:

a. Skimming

Skimming is reading quickly by running one’s eyes over a text to get the gist of it. There are some activities in skimming. They are comparing values, finding and compare events, selecting a title, drawing inferences, deciding the question, and create the title.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information. There are some activities in scanning. They find new words for old, locate grammar feature, find a specified advertisement, compare details, check dates, shopping lists, make words sets, and newspaper headlines.
c. Extensive reading

Extensive reading is reading longer text, usually for one’s own pleasure. There are some activities in extensive reading. They keep records and wall charts, make summaries, and indicate the difficulty.

d. Intensive reading

Intensive reading is reading shorter text to extract specific information. In intensive reading is found some activities, they are match nouns and verbs, split sentences, combine sentences, make summaries, recorder paragraph, fill the gaps, complete tables and graphs, take side read and choose, select a summary, compare version, identify facts, focus on form and style.

B. Reading comprehension

1. Definition of Reading Comprehension

Reading comprehension is reading with understand or silent reading. The aim is to get information, to understand and to draw something from the text. The primary purpose of reading comprehension is to improve the students’ ability to understand English as it is used in written material.

Nuttal defines reading comprehension just as it quoted in Anton (1995:24) as follows:
“Reading comprehension means reading comprehension lesson that have traditionally centered on a passage of the text followed by questions. Good questions are the ones which help readers to contribute actively to the process of making sense of it, rather than expecting understanding just to happen”.

Reading comprehension is the process of understanding and constructing meaning from a piece of text.

From view points above, it can be concluded that reading comprehension understands a written text.

2. The Components of Reading Comprehension

There are six components of reading, those are:

a. Decoding knowledge

Knowledge is used to determine the oral equivalent of written word.

b. Vocabulary knowledge

The knowledge one has about word meanings is used to determine the appropriate meaning for a word in particular context.

c. Discourse knowledge

It is knowledge of language organization at units beyond the single sentence level. It includes knowledge of structural organization of different type of writing.
d. Reading aspect

Traditionally, it refers to students’ ability to benefit from initial reading instruction. It also refers to the students’ ability read and understands a particular selection.

e. Affective aspect

In reading comprehension, affective aspects include a reader’s willing and interest. These increase motivation and facilitate reading comprehension.

f. Syntactic knowledge

The knowledge of the word order that determines the grammatical function and sometimes the meaning pronunciations of words.

(Leu, 1987: 30-38)

The major components of reading influenced someone in comprehending the text. Readers have different interpreting based on their understanding the text. The readers will comprehend the text prefectly (it means that the reader understands what the writer means in the text) if he reader understands well of the major component of reading.

3. Strategies for Reading Comprehension

There are many strategies that students can use to comprehend their reading skill. Brown (2001:306) offers 10 strategies:
1. Identify the purpose in reading. The goal is to make reader know what they look for and discard useless information.

2. Use graphemic rules or also called as phonies approaches where readers learn English spelling convention, the purpose is that reader is able to sound out word.

3. Use efficient silent reading techniques. It is used for global understanding. By applying the strategy, a reader is able to skip over the text and inferring its meaning from its context.

4. Skim the text for main ideas. It is strategy to find the gist of a paragraph or a text. Readers quickly read across a whole text to find the main topic, message/ideas, and the purpose of the passage.

5. Scan the text for specific information. It is the strategy of grouping ideas into meaningful cluster.

6. Use semantic mapping or clustering. It is strategy of grouping ideas into meaningful cluster.

7. Guess when the readers are not certain. The goal is to make the readers easy to understand the text. The readers can guess from the meaning of a word, a grammatical relationship, a discourse relationship, a culture reference and content message.
8. Analyze vocabulary. The aim is to make the reader easy to understand the word. It can be analyzed from the prefixes, suffixes, roots that familiar and grammatical context.

9. Distinguish between literal and implied meaning. The purpose is to make the readers know the meaning of the word.

10. Capitalize on discourse makers to process relationships. It is strategy to know the relationship between the previous idea and the next idea.

C. Descriptive Text

1. Text

   a. Definition of Text

      Text means unit of language which express of the meaning by contextual. Border of text is neither measured from a number of sentence nor page, but from meaning is expressed and context which their including. Quality of text is not valued neither from long sentence nor short sentence. (Wiratno, 2003:25)

   b. Genre (kinds of text)

      There are some types of reading text. Based on Hartono (2005) in Genres of Text offer 12 text as follow:
1) Descriptive Text

Descriptive text is a text describes a particular person, place or thing.

2) Recount Text

Recount text is a text to retell events for the purpose of informing or entertaining.

3) News Item Text

News item text is a text to inform readers, listener, viewers about even of the day which are considered newsworthy or important.

4) Procedure Text

Procedure text is a text to describe how something is accomplished (completed) through a sequence of process, action, step, or describe how to do something.

5) Narrative Text

Narrative text is a text to amuse, entertain, and to deal with actual vicarious experience in different ways.

6) Report Text

Report text is a text to describe the way things are with the reference to a range of natural, manufactual, and social phenomenon in our environment.

7) Analytical Exposition
Analytical Exposition is a text to persuade that something should be the case.

8) Anecdote Text

Anecdot text is a text to share with others an account of an unusual or amusing incident.

9) Hortatory Exposition Text

Hortatory Exposition Text is a text to persuade the readers or listener that something should or should not be the case.

10) Explanation Text

Explanation text is a text to explain the process involved in the formation or working of natural or socio culture phenomenon.

11) Discussion Text

Discussion text is a text to present (at least) two points of view about an issue.

12) Review Text

Review text is a text to comment on an art work, event for public audience. Such work of includes movies, TV, shows, book, plays, operas, recording, exhibition, concert, and ballets.
2. Descriptive text

a. Definition of Descriptive text

Descriptive text means that the text to describe what things are as they are or what things do as they do. In other words, descriptive text is description of things as it is. It describes the size, shape, and behaviour.

b. The Characteristic of Descriptive Text

- Descriptive text is dominated by simple present tense. It is caused by the factual of descriptive text itself. As we know that descriptive text describes something in reality, so people will see that situation in some point of view.
- Descriptive text uses more relational and material verb.
- The most important thing of descriptive text is to describe something or someone not someone who describes something.
- In descriptive text, there are conjunction such as *firstly, secondly, etc* is only to arrange idea not show an order.
- In descriptive text, adjective describes shapes and characteristic.
- Descriptive text usually reflects the relations between parts and whole. For example: when trees are described, we will find the relation between part of the
tree and the whole like root, trunk, branches and leaves.

To state this, we need words related to trees.

(Wiratno, 2003:27)

c. Organization Pattern of Descriptive Text

Descriptive text does not have tight text pattern like other text. Descriptive text describes something. The order is not so important. The sentences flow continuously. For example:

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skins. The coloring helps protect the giraffe. It also has two short horns on its head.

Like a camel, it can go far for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of tree. The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hours or stay to fight with its strong legs.

D. Scanning Technique

1. Definition of Scanning Technique

There are some techniques in teaching reading. All of the techniques can be done to make the students more understand in reading the text that the students read. One technique that can help the students comprehend what they read is scanning technique. It is developed by Brown (2001:308) explains that scanning is the
process of quickly searching for particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading the whole text.

Scanning is very important and useful skill for all readers. When the students learn to scan, they learn that they do obtain information from a text without reading every word. Scanning can be used in many different texts such as advertisement in a newspaper or magazine, article, catalogue, restaurant menus, TV program schedules, word in dictionary etc.

2. The Advantages and Disadvantages Scanning

If we read a text using a **Scanning technique**, we will get some advantages and disadvantages. On a book “speed reading” written by Soedarso, stated that there are some advantages and disadvantages of scanning technique, such as:

a. More quickly in reading a text so we will be more enthusiastically in reading another text.

b. We will be more easily to get an information.

c. It can be applied in all kinds of reading material (a book, a newspaper, a text book, a magazine, etc).

d. It can help someone to make a decision of something, such as: something related to make a report.

e. It can help a student to get information and specific fact of a text.
f. On the other hand, the disadvantages of a scanning technique is the feeling of confusion or lose of understanding to what the reader has read since he/she does not have reading skill using scanning technique. So there must a drill how to use scanning technique.

3. Teaching Reading Comprehension Using Scanning Technique

a. Teaching Reading

Teaching reading is not a simple job because teachers must have adequate skills or competencies in improving their students’ reading achievement. In addition, Mahon in Mickulecky (1990:31) states that teachers are the most important element in a reading class, for their attitude influence students and their performance. It means that the teachers should guide their students in their reading ability and manage their attitude in front of their students because everything that teachers do will influence the students’ performance. Byrnes (1998) says that in teaching reading, teachers have to help the students and guide them through the texts so they will learn from them most effectively. He also presents three steps for helping students dig deeper into text. They are pre-reading, whilst reading and post reading.

In pre-reading teachers greet the students, check attendance list, and make brainstorming, determine the meaning of word
and use it in a sentence. In whilst reading the teachers read text, answer the question based on the text, determine word, meaning and verb used in the text, and read same text. In post reading, the teachers ask the students what difficulties they face during teaching learning process, make conclusion about the material, give homework to the students and greet them.

In teaching reading the teachers also have many roles in conducting teaching learning process (Brown, 2001:167). The teacher’s roles are drawn in the following chart.

![Teacher's roles diagram]

A teacher as a resource means that the teacher should be able to be a person whom the students take initiative to come to get advice or something relates to their needs in teaching learning process. A teacher as facilitator means that the teacher should be able to facilitate the students’ needs in order to make the teaching learning process run well and to make them easy in learning. A teacher as manager means that the teacher should manage the classroom well. As a manager the teacher has many responsibilities for planning the lesson, delivering the lesson
until controlling the atmosphere in the classroom. A teacher as a director means that the teacher should be able to maintain the process of teaching learning running in a good and constructive way in order to make the process running effectively. A teacher as controller means that the teacher should be able to resolve or determine the classroom atmosphere. It means that she can decide what students will do, during and after in teaching learning process.

b. Sample

Below is the application of scanning technique in learning a descriptive text

- An example how to scan a text

1) Identify

First, the teacher distributed the text and asked the students to glance over the text.

The teacher asked the students to analyze the key word which described the identified subject in the text.

My new bag

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I’ve spent much money on a bag and I don’t regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I
like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket-sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

2) Scanning

After the students had found the adjectives in the text, the teacher asked the students to underline them.

**My new bag**

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket-sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

- The teacher asks the students to resume the adjectives they have found in the form like the following draft so the students understand more easily the content of the text.
3) Resume

At last, teacher asked the students to resume the text to find the characteristic of something being described based on the previous text.

My new bag

I bought a very beautiful and wonderful bag. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. Its colour is fun and sporty. The design is simple and well-made. It is functional. It is the perfect size to carry, a pocket-size wallet and more pockets inside.

Sample scanning in a question

1) Read each question carefully to understand what being asked is.
2) Know the key answer.

3) Know the written organization and written structure for predicting the answer question.

4) Move your eyes systematically and quickly.

5) Get the answer location, slowing your reading to assure the rightness of what you are looking for. (Brown, 2001:327)

E. **Basic Assumption**

Teaching English, especially teaching reading is very important. It is because reading is one of the four skill that should be mastered by students. In reading skill, the students have to develop reading comprehension. Scanning technique is one of strategy which can help the students to improve their reading comprehension in class, so the writer thinks that scanning technique can improve students comprehension in reading.