



THE INFLUENCES OF SCANNING STRATEGY AND READING INTEREST TOWARDS THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ON LABEL TEXTS OF PGRI JUNIOR HIGH SCHOOL 1 OF PALEMBANG

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ABSTRACT

The writer used a strategy calls scanning strategy to solve students' problems in reading comprehension. Scanning Strategy and reading interest give a significant influence on the students' reading comprehension achievement especially for students who have a low reading interest. The teacher of English should be more creative to choose the technique for students. The main problem of this study was formulated as follows: 'Was there any significant difference in reading comprehension achievement between the eighth grade students who had high reading interest taught by using scanning strategy and those who were taught by using conventional technique at Junior High School PGRI 1 of Palembang, was there any significant difference in reading comprehension achievement between the eighth grade students who had low reading interest taught by using scanning strategy and those who were taught by using conventional technique at Junior High School PGRI 1 of Palembang, was there any significant difference in reading comprehension achievement between the eighth grade students taught by using scanning strategy who had high and low reading interest at Junior High School PGRI 1 of Palembang, was there any significant difference in reading comprehension achievement between the eighth grade students taught by using conventional technique who had high and low reading interest at Junior High School PGRI 1 of Palembang and were there any interaction effects of scanning strategy and students' reading interest towards the eighth grade students' reading comprehension achievement at Junior High School PGRI 1 of Palembang. This study used experimental research. method. The subjects of this study were eighth grade students of PGRI Junior High School 1 of Palembang. While the object of this research is the used 2 x 2 (two by two) factorial designs because there were two factors (Scanning Strategy and reading Interest) and two levels (low and High Reading Interest).

Keywords: *The Influences of Scanning Strategy and Reading Interest towards*

1. INTRODUCTION

The age at which children begin learning to read is five. They make an effort to read stories or picture books. They can expand their prior knowledge at this time. "During their primary school years, children should learn not only how to read but also how to become a reader," claim Hobsbaun et al. (2006, p. 2). Additionally, according to Hobsbaun (2008, p. 2), "making the text meaningful, searching for layers of

meaning and interpretation, is a necessary skill; being able to read the words gives access to the text." This implied that in order for kids to learn, they needed to understand what they read and develop a reading habit. In addition, Oakhill et al. (2014) noted that "reading comprehension is important, not just to understand a text, but for broader learning, success in education, and employment."

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As we know that reading is the basic skill which has an important role in learning because the written word continues to play a vital role in conveying information; amusing and entertaining; codifying our social, economic and legal convention and fulfilling a bunch of different functions. We can not avoid reading in our daily life because reading can increase our prior knowledge. Unfortunately, many students had been a steady decrease in reading. For some students, learning to read seems effortless and rapid, whereas for others, it can be an arduous and frustrating chore.

It can be proved when the writer's experience in teaching reading at the eighth grade students, interviewing students, teacher of English and students' scores. The writer found some reasons why students face difficulties in reading comprehension. Firstly, the students were not able to comprehend in reading text because of a lack of vocabulary mastery. Secondly, the students found difficulties in the meaning of some words in reading the text. Thirdly, the students were not interested to read the text because it is just written words in reading text. Therefore, the eighth grade of PGRI students did not seem very enthusiastic in reading. Because they found difficulties in understanding vocabulary, specific information, the main idea and the ability to gain meanings that are not explicitly stated in the context of reading. When the writer gave some tests, the students' achievement in reading was not satisfied. Almost all the students got a low score.

According to Markman (in McShane, 2005), many young readers (and perhaps low-literate adults as well) are not aware that they have a comprehension problem: they often do not know how much they're missing and one researcher looking at readers' awareness of their comprehension processes found that "both young and mature readers failed to detect logical and semantic inconsistencies in the text.

Reading comprehension is very important, not only for understanding text, except for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites (Oakhill et al, 2015). Furthermore, According to Oakhill et al, (2015), reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text.

According to Burns et al, (2005), the amount extends from birth to the time once a toddler is schooled to acknowledge and skim words. In literate societies, most conventional kids learn to browse by the age of five or six, and a few earlier. It meant that reading has an important role for the learner as a foreign language because they have already started to read at five or six.

2. METHOD

Context for the study

In this study, the writer used 2 x 2 (two by two) factorial designs because there were two factors (Scanning Strategy and reading Interest) and two levels (low and High Reading Interest). In addition, Creswell (2012, p.311) describes "The purpose of this design is to study the independent and simultaneous effects of two or more independent treatment variables on an outcome." The design of the study is as follows:

Table 3.2

Factorial Design

Experimental Group	R O ₁ X Y ₁ O ₂
Control Group	R O ₃ C Y ₁ O ₄
Experimental Group	R O ₅ X Y ₂ O ₆
Control Group	R O ₇ C Y ₂ O ₈

Source: (Fraenkel, Wallen, and Hyun, 2012:277)

Participants**Population of the Study**

No	Grade	Number of the students
1	VIII.1	30
2	VIII.2	30
3	VIII.3	30
4	VIII.4	30
TOTAL		120

Source: PGRI Junior High School 1 of Palembang in academic year 2019/2020

Data collection**Pre-test and Post- test**

The two tests that were given to the students are pre-test and post-test. Pretest is administered for experimental and control groups. Before treatment, post- test is given after treatment in order to know the result of treatment given. Before the test administered, the validity and reability of the test items are first.

Students completed a reading assessment written by the author on a worksheet. Pre- and post-tests for reading were administered to the children. Prior to starting the treatment, both the experimental and control groups took the pre-test. The pre-test's goal is to ascertain the pupils' reading success progress from the previous class sessions. In the meantime, the post-test was utilized to determine the outcome of teaching reading in the experimental class using the scanning strategy and in the control class using the usual technique. The test's content and scoring guidelines are identical to those of the pre-test.

Questionnaires

According to Dornyei (2003, p.8), attitudinal questions are used to find out what people think. This is a broad category that concerns attitudes, opinion, beliefs, interest, and value. In this study, the writer used interest questionnaire of writing. Furthermore, Dornyei(2003, p.9) states that “interest preferences for particular activity”. This means that the writer’s questionnaire refers to students’ interest in reading activity.

The questionnaire of reading interest was divided into three types individual personal interest and situational interest. Individual interest questionnaire was applied to measure the initial and experience background interest. Meanwhile, situational questionnaire is applied to measure the trigger and maintain interest and well-developed individual interest is a relatively enduring predisposition to re-range particular classes of subject matter of time questionnaire in Bahasa Indonesia which consists of 20 items. Before giving the questionnaire to the students of eighth grade students at PGRI Junior High School 1 of Palembang at class VIII. 1 and VIII.2 as experiment and control group. The questionnaire is tried out to the students of eighth grade class who are the same grade in order to find validity and reability of the questionnaire. In this study, there are five options of questions that can be choosed: Strongly, Agree, Not sure, Disagree, and Strongly disagree.

The details of the survey used in this investigation. Situational interest, individual interest, and well-developed interest are its three classifications. The student body was requested to complete a questionnaire consisting of twenty items, which was provided by the writer. The author modified the Harackiewicz et al.

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questionnaire (in Natalia, 2014, p. 33). Twenty items total, each using a 5-point Likert scale from "strongly disagree" (1 point) to "strongly agree" (5 points). It was required of the respondents to indicate the extent to which they agreed and disagreed with each statement. They were classified as having a low or high reading interest based on their choice. 20 (20x1) is the lowest possible point, while 100 (20x5) is the maximum.

The result of the students response in reading interest questionnaire is analyzed to determine whether the students instrumentally.

Instrument Specification

The writer gives multiple choice test to the sample in order to collect the data for this study. The test is written test which consists of 40 questions.

Data analysis

The writer used multiple choice to assess the pupils' reading achievement by assigning a score of 40. Each student is given a score between 0 and 100. Zero is the lowest score and 100 is the highest. The purpose of the reading category is to evaluate students' reading proficiency. Because of this, it is simpler to identify a student's category while analyzing the data. Additionally, the writer could interpret pupils' growth throughout the teaching and learning process using this information.

The writer analyzes the data from the results of reading test. The data is analyzed by SPSS with six steps.

1) Descriptive Statistics

In descriptive statistic, the students' pretest and posttest score are analyzed. It is done to know the spreading scores of

the students' pretest, posttest, and questionnaire score in experimental and control group including the scores of median, mode, standard error of means, standard deviation, minimum and maximum score.

2) Normality Test

The purpose of the normality test is to determine the normalcy of samples obtained from the same population. Normality, as defined by McCormick and Jesus (2015, p. 350), is the extent to which the values conform to a normal distribution. Data from the students' writing achievement test and interest questionnaire were used to analyze the normalcy test. To determine if the data was regularly distributed or not, Kolmogorov-Smirnov was utilized. In the event that the value above the significance level of $\alpha = 0.05$, the data was commonly distributed.

3) Homogeneity Test

To determine if the sample has the same variances, the homogeneity test was used. Utilizing the Levine Statistic, the students' posttest scores in the experimental and control groups were compared to ascertain if the students' scores were homogenous or not. The homogeneity test, according to McCormick and Jesus (2015, p. 242), establishes if the variation is the same or different between the groups. When p-value exceeds significance level $\alpha = 0.05$, the data is deemed homogeneous.

4) Paired Sample t-test

The paired Sample t-test is to compare the mean score of sample groups before and after a treatment. It could be concluded that it is used to analyze a significant progress in students' reading achievement within experimental and

control groups. According to McCormick and Jesus (2015, p.352), paired sample t-test is test whether means differ from each other under two conditions.

Hypothesis testing was attempted to find out the significance of the statistical results. In order to the result to be significant, the p-output should be lower than significance level $\alpha = 0.05$. The result was significant, alternative hypothesis (H_2) was accepted while null hypothesis (H_0) was rejected.

5) Independent Sample t-test

Independent sample t-test is used to find out the significant difference in means of two groups. Hypothesis testing was attempted to find out the significant, the p-output should be lower than significance level $\alpha = 0.05$. The result is significant, alternative hypothesis (H_a) was rejected while null hypothesis (H_0) is rejected. According to McCormick and Jesus (2015, p.238), independent sample t-test is tests whether the means for two groups differ on a continuous dependent variable (for example, female versus males in come).

6) Two Way Analysis of Variance (factorial design)

In this study, the writer uses two way anlysis of variance (Two-way ANOVA) to find out whether or not there are interaction effects of scanning strategy and students' interest towards students' reading achievement.

Hypothesis testing is attempted to find out the significance of the statistical results. In order to the result to be significant, the p-output should be lower than significance level $\alpha = 0.05$. If the result is significant, alternative hypothesis (H_a) is accepted while null hypothesis (H_0) is rejected.

3. RESULTS AND DISCUSSION

The writer presents the statistic description obtained from Pre-test and Post-test on Reading Comprehension Achievement test in Experimental Groups and Control Groups and those from questionnaire in this finding of the study. They are as follows: (1) the data of Pre-test and Post-test scores obtained by the students with High Reading Interest in the Experimental Group; (2) the data of Pre-test and Post-test scores obtained by the students with Low Reading Interest in the Experimental Group; (3) the data of Pre-test and Post-test scores obtained by the students with High Reading Interest in the Control Group; (4) the data of Pre-test and Post-test scores obtained by the students with Low Reading Interest in the Control Group.

Data Description

The data obtained from the Pre-test and Post-test scores are presented into four groups. The first group presents of the Pre-test score in High Reading Interest (Y_1) and Low Reading Interest (Y_2) in the Experimental Group. The second group presents the Post-test score in High Reading Interest (Y_1) and Low Reading Interest (Y_2) in the Experimental Group. The third group presents the Pre-test score in High Reading Interest (Y_1) and Low Reading Interest (Y_2) in the Control Group. The fourth group presents the Post-test score in High Reading Interest (Y_1) and Low Reading Interest in the Control Group.

The data of the students who have high and Low Reading Interest on Post-test both the Experimental Group and Control Group were analyzed to find out the homogeneity of two samples. Meanwhile, the data of the students on the Post-test both the Experimental

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Group and Control Group were analyzed by using the independent t-test formula to find out the significant difference in means between the experimental and in the Control Group. Then, the data of students' about their Interest was used to classify them on the basis of whether they were classified in High Reading Interest or Low Reading Interest level and the strategy used were analyzed by two-way ANOVA.

The Result of Pre-test and Post-test Obtained by the Students with High Reading Interest in the Experimental Group

Pre-test Scores Obtained by the Students with High Reading Interest in the Experimental Group

The result of students' Pre-test obtained by High Reading Interest in Experimental Group, it shows that the mean score was 76.47, the median score was 77.00, the mode score was 70, the standard deviation score was 4.941, and the variance score was 24.410.

The calculation in Pre-test scores obtained by the students with High Reading Interest in the Experimental Group, three students (15.0%) got the lowest score, it was 70; two students (10.0%) got 72; two students (10.0%) got 75; two students (10.0%) got 77; three students (15.0%) got 80; two students (10.0%) got 82; one student (5.0%) got the highest score, it was 85.

Post-test Scores Obtained by the Students with High Reading Interest in the Experimental Group

The result of Post-test Scores obtained by the students with High Reading Interest in the Experimental Group. It could be seen in Table 4.1. It

shows that the mean score was 87.80, the median score was 90.00, the mode score was 90, the standard deviation score was 4.280, and the variance score was 18.314.

The calculation in Post-test scores obtained by the students with High Reading Interest in the Experimental Group, one students (5.0%) got the lowest score, it was 80; two students (10.0%) got 82; two students (10.0%) got 85; two students (10.0%) got 87; five students (25.0%) got 90; two students (10.0%) got 92; one student (5.0%) got 95 the highest score in Post-test.

The Result of Pre-test and Post-test Obtained by the Students with Low Reading Interest in the Experimental Group

Pre-test Scores Obtained by the Students with Low Reading Interest in the Experimental Group

The result of Pre-test scores obtained by the students with Low Reading Interest in the Experimental Group, it shows that the mean score was 63.73, the median score was 65.00, the mode score was 67, the standard deviation score was 2.963, and the variance score was 8.781.

The calculation in Pre-test scores obtained by the students with Low Reading Interest in the Experimental Group, four students (20.0%) got the lowest score, it was 60; three students (15.0%) got 62; three students (15.0%) got 65; five students (25.0%) got the highest score. It was 67.

Post-test Scores Obtained by the Students with Low Reading Interest in the Experimental Group

The result of post-test scores obtained by the students with Low Reading Interest in the Experimental

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Group. It could be seen in Table 4.4. It shows that the mean score was 70.40, the median score was 70.00, the mode score was 70, the standard deviation score was 5.409, and the variance score was 29.257.

The calculation in Post-test scores obtained by the students with Low Reading Interest in the Experimental Group, one student (5.0%) got the lowest score, it was 60; one student (5.0%) got 62; one student (5.0%) got 65; two students (10.0%) got 67; three students (15.0%) got 70; two students (10.0%) got 72; two students (10.0%) got 75; and three students (15.0%) got the highest score. It was 77.

The Result of Pre-test and Post-test Obtained by the Students with High Reading Interest in the Control Group

Pre-test Score Obtained by the Students with High Reading Interest in the Control Group

The result of Pre-test scores obtained by the students with High Reading Interest in the Control Group, it shows that the mean score 70.40, the median score was 70.00, the mode score was 70, the standard deviation score was 5.409, and the variance score was 29.257.

The calculation in Pre-test scores obtained by the students with High Reading Interest in the Control Group, one student (5.0%) got the lowest score, it was 60; one student (5.0%) got 62; one student (5.0%) got 65; two students (10.0%) got 67; three students (15.0%) got 70; two students (10.0%) got 72; two students (10.0%) got 75; three students got the highest score (15.0%). It was 77.

Post-test Scores Obtained by the Students with High Reading Interest in the Control Group

Based on the result of Post-test scores obtained by the students with High Reading interest in the Control Group, it shows that the mean score was 67.80, the median score was 70.00, the mode score was 70, the standard deviation score was 4.280, and the variance was 18.314.

The calculation in Post-test scores obtained by the students with High Reading Interest in the Control Group, one students (5.0%) got the lowest score, it was 60; two students (10.0%) got 62; two students (10.0%) got 65; two students (10.0%) got 67; five students (25.0%) got 70; two students (10.0%) got 72; one students (10.0%) got the highest score, it was 75.

The Result of Pre-test and Post-test Obtained by the Students with Low Reading Interest in the Control Group

Pre-test Scores Obtained by the Students with Low Reading Interest in the Control Group

The writer calculated Pre-test and Post-test scores obtained by the students with Low Reading Interest in the Control Group by using SPSS 20. The result could be seen in Table 4.10. It describes mean, median, mode, standard deviation, and variance score in Pre-test and Post-test scores obtained by the students with Low Reading Interest in the Control Group.

The calculation in Pre-test scores obtained by the students with Low Reading Interest in the Control Group, one student (5.0%) got the lowest score, it was 47; three students (15.0%) got 50; two students (10.0%) got 52; two students (10.0%) got 55; two students (10.0%) got 57; one students (5.0%) got 60; one student (5.0%) got 62; one student (5.0%) got 65; two students (10.0%) got the highest score. It was 67.

Post-test Scores Obtained by the Students with Low Reading Interest in the Control Group

The post-test results that the students in the Control Group who showed little interest in reading achieved. It was shown in Table 4.10. The data indicates that the variance score was 8.781, the standard deviation score was 2.963, the mode score was 67, the median score was 65.00, and the mean score was 63.73.

Five students (25.0%) had the highest score out of the students in the Control Group who had Low Reading Interest. Four students (20.0%) received the lowest score, which was 60; three students (15.0%) received 62; and three students (15.0%) received 65. The number was 67.

The Result of the Students' Reading Interest in Experimental and Control Group***Students' Reading Interest Experimental Group***

Based on the result of the questionnaire in Experimental Group, the writer took fifteen students who were categorized into High Reading Interest, and fifteen who were categorized into Low Reading Interest.

Students' Reading Interest in Control Group

Based on the result of the questionnaire in Control Group, the writer took fifteen students who were categorized into High Reading interest and fifteen students who were categorized into Low Reading Interest

Normality Test

To analyze the data collected, the writer used statistical analysis. They were as follows: (1) the statistical on

measuring normality of the data, (2) the statistical analysis on measuring the homogeneity of the data, (3) the statistical analysis for independent t-test and (4) the statistical analysis for two-way ANOVA.

Statistical Analysis on Measuring Normality of the Data

The goal or normality measurement was to find out whether or not the data in this study were taken from the same population (the distribution of population data) was normal. The data distribution of the data could be seen or classified into normal if the sig (2-tailed) were higher than significant level 0.05.

The normality test was done to: (1) the students' High Reading Interest, Pre-test and Post-test scores in Experimental Group, (2) the students' Low Reading Interest, Pre-test and Post-test scores in Experimental Group, (3) the students' High Reading Interest, Pre-test, and Post-test scores in Control Group, and (4) the students' Low Reading Interest, Pre-test, and Post-test scores in Control Group.

The Students High Reading Interest, Pre-test and Post-test Scores in Experimental Group

From the calculation One-Sample Kolmogorov-Smirnov Test, it shows that students' High Reading Interest, Pre-test and Post-test in Experimental Group were 0.822, 0.407, and 0.822. It was concluded that all scores of the students' were categorized into normal since the sig (2-tailed) were higher than significant level 0.05.

The Students' Low Reading Interest Pre-test and Post-test Scores in Experimental Group

From the calculation One-Sample Kolmogorov-Smirnov Test, it shows that students' Low Reading Interest, Pre-test

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and Post-test in Experimental Group were 0.770, 0.531, and 0.685. It is concluded that all scores of the students' were categorized into normal since the sig (2-tailed) were higher than significant level 0.05.

The Students' High Reading Interest, Pre-test and Post-test Scores in Control Group

From the calculation One-Sample Kolmogorov-Smirnov Test, it shows that students' High Reading Interest, Pre-test and Post-test in Control Group were 0.940, 0.407 and 0.679. It was concluded that all score of the students' were categorized into normal since the sig (2-tailed) were higher than significant level 0.05.

The Students' Low Reading Interest, Pre-test and Post-test Scores in Control Group

From the calculation One-Sample Kolmogorov-Smirnov Test, it shows that students' Low Reading Interest, Pre-test and Post-test in Control Group were .580, 0.770 and 0.1310. It was concluded that all scores of the students' were categorized into normal since the sig (2-tailed) were higher than significant level 0.05.

Homogeneity Test

Levene Statistical SPSS 20 was used to determine the samples that were homogenous or not. The samples are determined homogenous since the sig (2-tailed) is higher than the significant level 0.05. Homogeneity test was carried out to: (1) the Post-test scores of the students who had High Reading Interest after being taught by using Scanning Strategy and Conventional Technique, (2) the Post-test scores of the students who had Low Reading Interest after being taught

by using Scanning Strategy and Conventional Technique, (3) the Post-test score of the students who had high and Low Interest after being taught by using Scanning Strategy, (4) the Post-test scores of the students who had high and low Reading Interest after being taught by using Conventional Technique.

Hypothesis Testing

The writer used independent sample t-test to analyze difference in means between four groups. This study t-test was applied to: (1) measure significant difference in Reading Comprehension Achievement on Label text between the students who had High Reading Interest taught by using Scanning Strategy and those who were taught by using Conventional Technique, (2) measure significant difference in Reading Comprehension Achievement on Label text between the students who had Low Reading Interest taught by using Scanning Strategy and those who were taught by using Conventional Technique. (3) measure significant difference in Reading Comprehension Achievement on label text between the students who had High Reading Interest and those who had Low Reading Interest taught by using Scanning Strategy (4) measuring significant difference in Reading Comprehension Achievement on label text between the students who had High Reading Interest and those who had Low Reading Interest taught by using Conventional Technique.

Discussion

This research was conducted to answer the five research question in the previous chapter. They were (1) was there any significant difference in reading comprehension achievement between the

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eighth grade students who had high reading interest taught by using scanning strategy and those who were taught by using conventional technique, (2) was there any significant difference in reading comprehension achievement between the eighth grade students who had low reading interest taught by using scanning strategy and those who were taught by using conventional technique, (3) was there any significant difference in reading comprehension achievement between the eighth grade students taught by using scanning strategy who had high and low reading interest, (4) was there any significant difference in reading comprehension achievement between the eighth grade students taught by using conventional technique who had high and low reading interest, (5) were there any interaction effects of scanning strategy and students' reading interest towards the eighth grade students' reading comprehension achievement. This section discusses the research finding with relevance to the results of hypotheses testing.

There was significant difference in reading comprehension achievement between the eighth grade students who had high reading interest taught by using scanning strategy and those who were taught by using conventional technique

The calculation of statistics by using independent sample t-test shows that sig (2-tailed) was 0.000. Since the sig (2-tailed) was lower than the significant level 0.05. It could be found that there was a significant difference in Reading Comprehension Achievement between students who had High Reading Interest taught by using Scanning Strategy and those who were taught by using Conventional Technique. It meant that there was difference between students'

score who had High Interest was higher than those who were taught by using Conventional Technique.

Based on the previous related study in the previous chapter. There were some studies related to the implementation of scanning strategy, they are as follows. The first study entitled "*Improving Students' Reading Comprehension Using Scanning Technique*" was done by Alisa in 2018. In this research, she did her research for twelve meetings to see the effectiveness of guided reading technique to develop the students' Reading Comprehension Achievement. The result was teaching reading comprehension by using scanning was effective because students' achievement in the Post-test was higher than the Pre-test.

In addition, the research which was conducted by Asmawati entitled "*The Effectiveness of Skimming – Scanning Strategy in Improving Students' Reading Comprehension at the Second Grade of SMK Darussalam Makassar conducted in 2015*". The objective of the study to find the effectiveness of Skimming and Scanning Strategy. Scanning strategy is required to help students comprehending a text, getting detailed information and other reading tasks. In her research, the results are (1) scanning gave significant influence to the students' Reading Comprehension Achievement. It can be seen from the students' results of the study that the students who are taught by scanning strategy got higher scores than the students who are taught by using conventional strategy. (2) Reading Interest gives any significant difference for the students' Reading Comprehension Achievement. It can be seen from the result of study that the significant value is lower than 0,05. She said after doing a

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research by using scanning strategy that scanning strategy is effective for teacher and students in teaching-learning process to improve students' Reading Comprehension Achievement, and scanning strategy could be as one strategy that the teacher uses.

The third research entitled Teaching Reading by using Skimming and Scanning Technique to Improve Students' Reading Skill by Hastowohadi, in 2016. The objective of the study was to investigate the effectiveness in reading is the key of mastery the skill well; through skimming and scanning method. To run out this method well, students should know the steps how to use skimming and scanning method in order to understand a text book. Skimming is the process to get an idea of the whole passages or to sweep all text book to get the topic or idea. Besides, scanning means searching for particular information to answer quickly and directly in a few minutes.

The similarities with Asmawati, Alisa and Hastowohadi was using Scanning Strategy. In this study researcher found that the result of statistical measuring of the t-test analysis showed that the mean of the students' score who had High Reading Interest taught by using Scanning Strategy was 87.80. Meanwhile, the mean of the students' scores who had High Reading Interest taught by using Conventional Technique was 67.80.

4. CONCLUSION

The conclusions are stated as follows:

- 1) There was significant difference in reading comprehension achievement between the eighth grade students who had high reading interest taught by

using scanning strategy and those who were taught by using conventional technique at PGRI Junior High School 1 of Palembang.

- 2) There was significant difference in reading comprehension achievement between the eighth grade students who had low reading interest taught by using scanning strategy and those who were taught by using conventional technique at PGRI Junior High School 1 of Palembang.
- 3) There was significant difference in reading comprehension achievement between the eighth grade students taught by using scanning strategy who had high and low reading interest at PGRI Junior High School 1 of Palembang.
- 4) There was significant difference in reading comprehension achievement between the eighth grade students taught by using conventional technique who had high and low reading interest at PGRI Junior High School 1 of Palembang.
- 5) There were interaction effects of scanning strategy and students' reading interest towards the eighth grade students' reading comprehension achievement at PGRI Junior High School 1 of Palembang.

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