

IMPROVING STUDENTS READING SKILL IN UNDERSTANDING FUNCTIONAL PROCEDURE AND REPORT TEXTS THROUGH SCANNING TECHNIQUES AT JUNIOR HIGH SCHOOL

St. Darmin

SMP Negeri 9 Makassar, Indonesia.

stdarmin7@gmail.com

Received: Juni 16, 2021

Revised: Juni 25, 2021

Accepted: July 27, 2021

ABSTRACT

This study aims to improve the skills of understanding the meaning of context in procedure and report functional texts through the scanning reading technique of class IX SMP Negeri 9 Makassar. This research approach, which is descriptive. The design or model of this research is Action Research. The subjects of the study were 23 students of class IX SMP Negeri 9 Makassar State Vocational High School. Data collection is done through observation, documentation, and test techniques. Data analysis techniques, namely quantitative descriptive analysis and qualitative descriptive analysis. The results showed that scanning reading techniques could improve students' ability to understand the meaning of context in procedure, report functional texts are very high, and increase from the low category to high with the average value of the first cycle is 56.52 and increases in the second cycle to 82.82. Changes and improvements also appear in the achievement of learning completeness from 21.73% in the first cycle to 100% in the second cycle. The scanning reading technique can increase student activity. In the first cycle, the activity of students was categorized as less and increased in the second cycle to be a very active category. Student interest and motivation increases in understanding procedure and report functional texts, on average students focus attention on learning to understand functional procedure and report texts, the average student is active in learning to understand functional procedure and report texts, and the average value of students from aspects of knowledge and psychomotor reach KKM.

Keywords: *Functional Text; Procedure; Report; Scanning Reading.*

INTRODUCTION

The development of science and technology requires the creation of a society that likes to learn. An effective learning process is carried out through reading to understand functional texts. People who like to read gain new knowledge and insights that will further increase their intelligence so that they are better able to answer the challenges of life in the future.

In the world of education, reading activities and assignments to understand functional texts are non-negotiable. Most of the acquisition of knowledge is carried out by students or students through reading activities. The success of one's study will be largely determined by the ability and willingness to read. Even after a student completes his studies, the ability and willingness to read will greatly affect the breadth of views on various issues. Therefore, language teaching which has the

task of fostering and improving students' reading skills should pay sufficient attention to efforts to increase students' reading abilities and willingness.

According to Nurhadi (2005: 17), there are several common problems and obstacles that occur to everyone in reading, namely: (1) low reading speed, (2) lack of understanding, (3) lack of interest in reading, (4) lack of knowledge about how to read quickly and effectively, (5) the presence of physical disorders that unconsciously hinder reading speed.

Reading is a process that is carried out and used by the reader to get the message that the writer wants to convey through the medium of words/written language. A process that demands that a group of words that are a unit will be seen at a glance and the meaning of individual words will be known. If this is not fulfilled, the explicit and implied messages will not be caught or understood, and the reading process is not carried out properly (Tarigan, 2008: 7).

Meanwhile, according to Rahim (2008: 3) reading includes (1) reading is a process. (2) reading is strategic, and (3) reading is interactive. Reading is a process where information from the text and knowledge possessed by the reader has a major role in forming meaning.

Skill A is an ability to recognize shapes adapted to models in the form of drawings, drawings on a sheet, curves, lines, and points in well-ordered patterned relationships. Skill B is an ability to relate the black signs on paper, namely the patterned pictures, with language. It is impossible to learn to read without the ability to learn to acquire and understand language. These relationships are clearly seen to occur between elements of these patterns on paper and elements of formal language. In accordance with the nature of the formal linguistic elements, in essence the nature of the skills will always experience changes as well. These elements can be a complex group of sounds that can be referred to as words, phrases, sentences, paragraphs, chapters, or books. The element can also be the most basic element, namely single sounds called phonemes. The third skill or C, which covers all reading skills, is essentially an intellectual skill; This is the ability or ability to connect black signs on paper through formal language elements, namely words as sounds, with the meanings symbolized by these words. In order to use time efficiently in reading, students need to have speed reading skills accompanied by an understanding of the contents of the readings they read. Efforts to have the ability

to read quickly students can read various information received, both through books and the internet, other activities can also be carried out. This is something that needs the attention of English teachers in schools.

With the aim, to find out the contents of the book thoroughly quickly, reading scanning (scanning) is very dependent on time. So, how much time is available to get the main idea of the reading (book) quickly and efficiently, then the scanning technique is used. Reading scanning (scan) is part of speed reading. In the world of education, the role of reading in improving student achievement is very large. With good speed reading skills, the development of students' critical thinking is increasing rapidly. This can be seen in the fact that the higher the level of students' reading ability, the higher the level of understanding of the knowledge they have. Thus, interest in reading and the ability to read students need to be cultivated as early as possible so that students can understand the role and function of speed reading, both as a communication tool and as a learning tool to develop knowledge, intelligence, personality insight, creativity, and reasoning power.

From a preliminary study that was conducted on February 1 to 6, 2021, it was found that grade IX students of SMP Negeri 9 Makassar still had difficulties in understanding procedure and report functional texts. New students can answer questions or perform reading comprehension tasks well at the literal comprehension level. Meanwhile, their abilities at higher levels of comprehension are still low. Their difficulties at this level of understanding were found in several items of reading comprehension learning, namely difficulty understanding how to greet, say goodbye, thank, apologize, and respond to them, to maintain interpersonal relationships with teachers and friends, and so on. In addition, it is also difficult to (1) determine the main idea and explanatory idea of the paragraph, (2) determine the relationship between sentences in the reading, (3) determine the facts in the reading, and (4) determine the opinion in the reading. These facts require that other actions be taken in learning to read comprehension, in addition to the most dominant factor, namely the lack of student interest in reading a text.

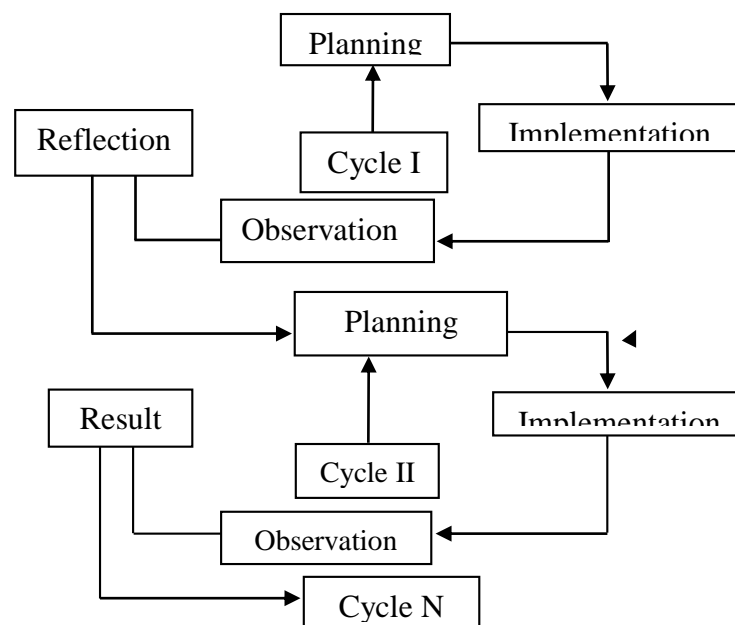
The lack of learning outcomes requires teachers to find solutions by applying reading techniques, namely scanning reading techniques. The scanning reading technique in English lessons is a learning technique that helps teachers improve students' understanding of a reading to find the main idea quickly and efficiently

and to help get information without reading anything else, directly to the problem being sought. In general, this study aims to describe the improvement of skills in understanding functional text procedures and reports through the scanning reading technique of class IX students of SMP Negeri 9 Makassar.

MATERIALS AND METHOD

This study uses a qualitative approach. Qualitative is research conducted by researchers to collect information or data about the phenomenon under study. This research belongs to the type of classroom action research. This action research was conducted to describe and observe the student learning process through scanning reading techniques.

This classroom action research is one of the efforts to improve learning practices to be more useful. If so, the teacher can clearly know the problems that exist in the classroom and how to overcome these problems. Research by setting, qualitative research. The research process is symbolized in the form of tools consisting of action planning, action implementation, observation, and reflection. In general, the steps in classroom action research can be seen in the following chart:



DISCUSSION

The effectiveness of learning the ability to understand functional text procedures and reports through scanning reading techniques by teachers in the

classroom designed by researchers and teachers collaboratively. Researchers and teachers have the same perception about the next lesson plan. Then the teacher provides input on things that are considered necessary in the next activity. This includes materials to be taught, time, learning resources, learning media, and final assessments to teach students so that learning objectives can be achieved optimally. The researcher is only an observer who is directly involved in the effort to provide a learning model for the ability to understand the functional text of procedure and report through scanning reading techniques and then continued by the teacher. The next activity, the researcher observed the totality of the learning process by the teacher, including how to apply the reading teaching model through the scanning reading technique in class IX of SMP Negeri 9 Makassar in accordance with the learning plan that had been prepared collaboratively.

RESULTS

Effectiveness of learning the ability to understand functional text procedures and reports through scanning reading techniques by teachers in the classroom designed by researchers and teachers collaboratively. Researchers and teachers have the same perception about the next lesson plan. Then the teacher provides input on things that are considered necessary in the next activity. This includes materials to be taught, time, learning resources, learning media, and final assessments to teach students so that learning objectives can be achieved optimally. The researcher is only an observer who is directly involved in the effort to provide a learning model for the ability to understand the functional text of procedure and report through scanning reading techniques and then continued by the teacher. The next activity, the researcher observed the totality of the learning process by the teacher, including how to apply the reading teaching model through the scanning reading technique in class IX of SMP Negeri 9 Makassar in accordance with the learning plan that had been prepared collaboratively.

At the implementation stage, observations were made on student activities as shown in table 4 below.

Table 1. Observation results of teacher activities in cycle 1

No.	Assessed Aspects (Teacher and Student Subjects)	Appraisal
-----	---	-----------

	SB	B	S	K	SK
1. Giving student motivation			√		
2. Teacher's strategy in teaching			√		
3. Teacher involvement in directing students to read	√				
4. Skills activate students			√		
5. Skills in setting students in groups			√		
6. Skills in directing and guiding students in collaborating between students and with their group friends		√			
7. Ability to lead students in creating an atmosphere of togetherness and cohesiveness		√			
8. Teacher skills to continue to motivate students to be diligent in doing assignments	√				

Subjects in this observation are teachers and students. From the observations made, there are eight components that are assessed, from the eight aspects that are assessed there is 1 aspect that gets an A rating, 3 aspects that get a B rating, and 4 aspects that get a C rating. in cycle 2.

Based on the results of the test/evaluation, it was then analyzed descriptively about the skills to understand functional text procedures and reports through the scanning reading technique of class IX students of SMP Negeri 9 Makassar obtained by students during cycle I. Description of student learning outcomes scores are shown in table 5 below:

Table 2. Description of student learning outcomes in cycle I

Statistics	Statistical Value
\sum Subject	23
Highest Score	78
Lowest Score	45
Score Range	45-78
Average Score	56,52

Based on the results of the descriptive analysis summarized, information was obtained that the average score of skills in understanding functional text of procedure and report through the scanning reading technique of class IX students of SMP Negeri 9 Makassar in Cycle I was 56.52 from the ideal score that might be achieved by 100. that on average, the level of mastery of the sub-subjects taught in

Cycle I is 56.52% of all the material that has been given. While individually, the scores achieved by respondents spread from a minimum score of 45 from the ideal minimum score that might be achieved 0 to a maximum score of 78 from the ideal score that might be achieved 100. very high. If the students' mastery scores above are grouped into five categories, a frequency distribution of scores is obtained as shown in Table 6 below.

No	Score	Category	Frequency	Percentage (%)
1.	0 – 34	Very low	0	0
2.	35 – 54	Low	12	52,17
3.	55 – 64	Medium	6	26,08
4.	65 – 84	High	5	21,73
5.	85 – 100	Very high	0	0
		Amount	23	100

Table 6 above shows that of the 23 students who were the research subjects, no students were in the very low category (0%), as many as 12 students were in the low category (52.17%), as many as 6 students were in the low category. medium category (26.08%), as many as 5 students were in the high category (21.73%), and no students were in the very high category (0%).

Based on the average score of student learning outcomes obtained after the teaching and learning process during Cycle I took place, it was 52.17%. After being categorized based on the table above, it is known that the level of skill in understanding functional text of procedure and report through scanning reading technique of class IX students of SMP Negeri 9 Makassar is in the low category.

If the student learning outcomes test in the first cycle is then categorized in the applicable minimum completeness criteria, the percentage of student learning mastery in the first cycle is obtained as shown in table 7 below.

Table 4. Description of Student Learning Completeness in Cycle I

completeness criteria	Category	Frequency	Percentage (%)
0 – 74	Not finished	18	78,27
75– 10	Complete	5	21,73
	Amount	23	100

From Table 7 it can be seen that the percentage of students' learning completeness in understanding functional text procedures and reports through

scanning reading techniques for class IX students of SMP Negeri 9 Makassar is 21.73% or 5 students from 23 students are included in the complete category and 78.27% or 18 students from 23 students are included in the incomplete category. This shows that more than half of the students need improvement because they have not reached the minimum completeness criteria set by the school and this will be attempted in cycle II. During the implementation of the learning process, observations were made to measure changes in student activity. Changes in student activity are shown below.

Table 8. Observation Sheet for Application of Scanning Reading Techniques in Improving Ability to Understand Functional Texts of Procedure and Report for Class IX students of SMP Negeri 9 Makassar in Cycle 2

No.	Assessed Aspects (Teacher and Student Subjects)	Appraisal				
		SB	B	S	K	SK
1.	Giving student motivation	√				
2.	Teacher's strategy in teaching		√			
3.	Teacher involvement in directing students to read	√				
4.	Skills activate students	√				
5.	Skills in setting students in groups		√			
6.	Skills in directing and guiding students in collaborating between students and with their group friends	√				
7.	Ability to lead students in creating an atmosphere of togetherness and cohesiveness	√				
8.	Teacher skills to continue to motivate students to be diligent in doing assignments	√				

Based on the results of the test/evaluation, it was then analyzed descriptively about the skills to understand functional text of procedure and report through the scanning reading technique of class IX students of SMP Negeri 9 Makassar which was obtained by students during cycle II. Description of student learning outcomes scores are shown in table 9 below:

Tabel 6. Deskripsi skor hasil belajar siswa siklus II

Statistics	Statistical Value
------------	-------------------

Σ Subject	23
Highest score	90
Lowest score	80
Score range	80 s.d. 90
Average score	82,82

Based on the results of the descriptive analysis summarized, information was obtained that the average score of skills in understanding procedure and report functional texts through the scanning reading technique of class IX students of SMP Negeri 9 Makassar in Cycle II was 82.82 from the ideal score that might be achieved by 100. that in class average, the level of mastery of the sub-subjects taught in Cycle II is 82.82% of all the material that has been given. While individually, the scores achieved by respondents spread from a minimum score of 80 from the ideal minimum score that might be achieved 0 to a maximum score of 90 from the ideal score that might be achieved 100. From the range of scores obtained, it shows that the scores of respondents are spread from low scores to high scores very high. If the students' mastery scores above are grouped into five categories, the score frequency distribution is obtained as shown in Table 10 below.

Table 7. Distribution of Frequency and Percentage Scores of skills in understanding functional texts of procedure and report through scanning reading techniques for class IX students of SMP Negeri 9 Makassar in Cycle II

No	Score	Category	Frequency	Percentage (%)
1.	0 – 34	Very low	0	0
2.	35 – 54	Low	0	0
3.	55 – 64	Medium	0	0
4.	65 – 84	High	14	60,86
5.	85 – 100	Very high	9	39,13
		Amount	23	100

Table 10 above shows that of the 23 students who were the research subjects, no students were in the very low category (0%), no students were in the low category (0%), no students were in the medium category (0%), as many as 14 students were in the high category (60.86%), and as many as 9 students were in the very high category (39.13%).

Based on the average score of student learning outcomes obtained after the teaching and learning process during Cycle II took place, it was 60.86%. After being categorized based on the table above, it is known that the skill level of understanding functional texts of procedure and report through scanning reading technique of class IX students of SMP Negeri 9 Makassar is in the high category. If the student learning outcomes test in cycle II is then categorized in the applicable minimum completeness criteria, then the percentage of student learning completeness in cycle II is obtained as shown in table 11 below.

Table 8. Description of Student Learning Completeness in Cycle II

Completeness Criteria	Category	Frequency	Percentage (%)
0 – 74	Not	0	0
75– 100	finished	23	100
	Complete		
	Amount	23	100

From Table 11 it can be seen that the percentage of students' learning completeness in understanding functional text procedures and reports through the scanning reading technique of class IX students of SMP Negeri 9 Makassar is 100% or 23 students out of 23 students are included in the complete category and 0% or no longer exists. students from 23 students are included in the incomplete category.

This shows that all students achieve completeness so it can be concluded that this study does not need improvement because all students have reached the minimum completeness criteria set by the school.

A. Cycle Analysis Findings 1

The findings in the research cycle 1 are sorted based on the findings 1.

The results are as follows:

1. The teacher motivates students to study hard.
2. The way the teacher directs students in the reading process to understand the content of the reading is not optimal.
3. Students still have difficulty in finding main ideas when reading.
4. Students' understanding of the contents of the reading has not been maximized.

5. The teacher does not play an active role in guiding students to be motivated in reading to understand the contents of the reading.
6. The teacher's assessment of students' reading results did not respond well, such as giving the maximum value.
7. Students are still not able to raise their spirits both in the learning process when reading.

B. Changes in Student Learning Outcomes and Activities

In addition to an increase in learning outcomes to understand students' functional procedure and report texts during cycle I and cycle II, there was also a change in student attitudes in the learning process. These changes are qualitative data obtained through observation sheets at each meeting for two cycles.

The changes in question are:

1. The Scanning Reading learning model improves student learning outcomes in understanding procedure and report functional texts. This can be seen in the students' learning completeness in the first cycle which only 21.73% of the 23 students were included in the complete category and increased in the second cycle to 100% or 23 students from 23 students.
2. Increased student activity from cycle I to cycle II in the learning process such as: providing temporary answers to problems at the beginning of learning, answering questions when asked about the subject matter, and giving positive responses to other students' answers.
3. Increased activeness of students in volunteering to work on questions on the blackboard, students who work on questions on the blackboard correctly, and more students who help their friends in working on questions so that teachers are not too overwhelmed in guiding students.
4. Fewer students are doing other activities during the discussion of the subject matter.
5. The more visible change is the success of students in achieving this learning goal, namely students are able to understand functional texts such as understanding how to greet, say goodbye, thank, apologize, and respond, to maintain interpersonal relationships with teachers and friends, and so on. In addition, students are able to understand the main ideas and explanatory ideas of functional texts, (2) determine sentence relationships in functional text

- readings, (3) determine facts in functional text readings, and (4) determine opinions in functional text readings. (5) Understanding the meaning of context in the functional text of procedure and report.
6. Students' interest and motivation to learn which was initially very lacking has increased in understanding procedure and report functional texts, (2) There are many students who do not do other activities when learning to understand procedure and report functional texts, (3) It is rarely seen students who often go in and out class, (4) the average student is active in learning to understand the functional text of procedure and report, and (5) the average score of the students from the knowledge and pricomotor aspects reaches the KKM.

CONCLUSION

Based on the description of the discussion, this section concludes about the results of data analysis. The conclusions of this study are as follows: The scanning reading technique has been proven to improve students' ability to understand the meaning of context in the functional text of procedure and report with very high category which was previously at the level of low category. The increase seen from the average value of the first cycle was 56.52 and increased in the second cycle to 82.82. Changes and improvements are also seen in the achievement of mastery learning from students 21.73% in the first cycle to 100% in the second cycle. Scanning reading techniques can increase student activity. In the first cycle, the student's activity was categorized as less and increased in the second cycle to the very active category. Students' interest and motivation in learning increased in understanding procedure and report functional texts, on average students focused their attention on learning to understand procedure and report functional texts, on average students were active in learning to understand procedure and report functional texts, and the average score of students from knowledge and pricomotor aspects of achieving KKM.

REFERENCES

- Alam, Syamsu.(2008). *Peningkatan Kemampuan Memahami Isi Bacaan dengan Menggunakan Strategi Pandangan Periferi Siswa Kelas Khusus Lembaga Penjaminan Mutu Pendidikan Sul-Sel*. Tesis.: Pascasarjana UNM.

Alwi, Hasan dkk.(1997). *Kamus Besar Bahasa Indonesia Edisi III*. Balai Jakarta: Pustaka.

Zainal,Aqib.(2006). *Penelitian Tindakan Kelas*. Yrama Widaya: Bandung.

Arikunto, Suharsimi.(2008). *Penelitian Tindakan Kelas*. Jakarta: Bumi Angkasa.

Djumingin, Sulastriningsih.(2002). *Strategi Belajar Mengajar*. Diklat. : FBS UNM.

Djumingin, Sulastriningsih.(2007). ''*Pengajaran Prosa Fiksi dan Drama*. Diklat. : FBS UNM.

Kunandar.(2008). *Langkah Mudah Penelitian Tindakan Kelas*. Jakarta: Rajagrafindo Persada.

Kemendikbud.(2013). *Kurikulum 2013*. Jakarta: Kemendikbud.

Nurgiyantoro, Burhan.(1987). *Penilaian Dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE.

Nurhadi.(2005). *Bagaimana Meningkatkan Kemampuan Membaca?*. Bandung: Sinar Baru Algensindo.

Nurhadi.(2005). *Membaca Cepat dan Efektif*. Bandung: Sinar Baru Algensindo.

Rahim, Farida.(2008). *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara.

Soedarso.(2006). *Speed Reading Sistem Membaca Cepat dan Efektif*. Jakarta: Gramedia.

Sugiyono.(2008). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Tarigan, Henry Guntur.(2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Wainwright, Gordon.(2007). *Speed Reading Better Recalling*. Jakarta: Gramedia.

How to Cite (APA style):

St,Darmin. (2021,November). Improving Students Reading Skill in Understanding Functional Procedure and Report Texts through Scanning Techniques at Junior High School. Exposure: *Jurnal Pendidikan Bahasa Inggris*, 10(2), 190-202. <https://journal.unismuh.ac.id/index.php/exposure/article/view/5483>