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## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Concept of Reading Comprehension

###### a. The Definition of Reading Comprehension

According to Klingner (2007:2) in her book claims that ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Anderson, Hiebert, Scott, & Wilkinson, 1985; Jenkins, Larson, & Fleischer, 1983; O'Shea, Sindelar, & O'Shea, 1987). Nunan (2003:26) also stated that reading is a set of skills of that involves making sense and deriving meaning from the printed word. He stated clearly that reading is how reader could make a sense or point of view about the text printed. While reading comprehension as Klinger (2007:87) stated that reading is the process of constructing meaning by coordinating a number of process that include word reading, world and world knowledge and fluency. Reader need to know how to build meaning from the printed word by using their mind nor without change the meaning. In reading comprehension the reader interact with the writer and the printed word, it refer whether reader understand the message from the writer. Conditionally, reading comprehension need more time and concentration while process being because reader need to understand what the writer means exactly.

In line with statement that reading is the ability to draw meaning from the printed page and interpret this information appropriately, William (2002:9). While comprehension is the identification intended meaning of written or spoken communication, Richard, Jack C. and Schmidt (2010:108). Based on both definitions, we can conclude that reading comprehension is that ability to comprehend the printed words or page. Nowadays, this ability refers to subject ability to answer both factual questions with answer are directly and explicit.

Reading comprehension is the process gaining information and meaning from print and written words. The interaction being here is that between the reader and the writer. How reader can understand even accept the message that writer will deliver to. In this term, reading is very useful activity that must be done as a habit for everybody because reading will enlarge knowledge about something, stated Gibbon (1993:51). Meanwhile, reading is also the dynamic interaction between the reader and the reading materials. The reader need to understand and comprehend the material that they need because it is the purpose of their reading.

Reading is an activity with a purpose, Kalayo (2007:128). A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or style. A person may also read for enjoyment or pleasure, or to enhance knowledge of the language being read or we called learn. Reading is also an essential part

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of language instruction at every level because it support learning in multiple ways, such as:

- 1) Reading to learn the language: reading material is language input
- 2) Reading for content information: students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well.
- 3) Reading for cultural knowledge and awareness: reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying.

Then, reading to learn, students or reader need to follow four basic steps:

- 1) Figure out the purpose of reading
- 2) Attend to the part of the text that are relevant to the identified purpose and ignore the rest.
- 3) Select the strategies that are appropriate to the reading task and use them flexibly and interactively.
- 4) Check comprehension while reading, then when the reading task is completed.

#### **b. Reading Skill**

Based on Johnson (2008:11), there are three skills of reading comprehension:

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## 1) Pre-reading comprehension skills

Pre-reading comprehension skills are used primarily to preview the structure of the text to be read or to connect new information to knowledge readers might already know. Three pre-reading comprehension skills are presented:

- a) Preview / overview
- b) Web and brain storm
- c) Outline and brainstorm

In line, According to Johnson (2008:171) Pre-reading Activities for expository text:

- a) Paragraphs
  - i. Read the first and last paragraph.
  - ii. Students identify what they know about the topic.
- b) Title and Headings
  - i. Examine the title and heading.
  - ii. Students identify what they know about the topic.
  - iii. Students whisper read or read silently.
- c) Outline
  - i. Create an outline of chapter content.
  - ii. Review.
  - iii. Students identify what they know about the topic.
  - iv. Students whisper read or read silently.

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- d) Preteach
    - i. Preteach important concepts that students will read.
    - ii. Students whisper read or read silently.
  - e) KWL
    - i. Students list what they know (K) about topic.
    - ii. Students list what they want (W) to know about topic.
    - iii. Students whisper read or read silently.
    - iv. After reading, students list what they have learned (L).
    - v. Students make necessary connections to what they know (K).
  - f) Activate Background Knowledge
    - i. Students identify what they know about the topic.
    - ii. Ideas are listed on the board.
    - iii. Students whisper read or read silently.
  - g) Connect Two
    - i. Follow the instructions listed in chapter 12.
    - ii. Students whisper read or read silently
  - h) Graphic Organizer or Semantic Map
    - i. Follow the instructions listed in chapter 12.
    - ii. Students whisper read or read silently.
- 2) During reading comprehension skills
- During-reading comprehension skills are used to monitor comprehension, to evaluate ideas gained from each paragraph, and



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begin to organize ideas within the structure of the text as students are reading. Two during-reading comprehension skills are presented:

- a) Paragraph reread
  - b) Read and pause
- 3) Post reading comprehension skills

Post reading comprehension skills are used to reconstruct important ideas, organize those ideas, and evaluate those ideas after reading a chapter or article. Two post reading comprehension skills are presented:

- a) Article reread
- b) Webbing and outlining
- c) The Kinds of Reading Technique

### c. Reading Techniques

According to Grellet (1992), there are four kinds of readings techniques:

#### 1) Skimming

Skimming is quickly running one's eyes over a text to get the gist of it.

#### 2) Scanning

Scanning is quickly going through a text to find a particular piece of information.

#### 3) Extensive Reading

Extensive reading is reading longer text, usually for one's own pleasure.

This is a fluent activity mainly involving global understanding.

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#### 4) Intensive Reading

Intensive reading is reading shorter to extract specific information. This is more an accuracy activity involving reading for detail.

#### d. The Advantages of Reading Comprehension

According to Belcher (2008), one of the main advantages reading is that it exercises our mind. Our mind begin to bend and flex mentally, it stays lose and limber so to we can flow easier through the course of the day. The regular routine ensures that reading muscle stays in good shape as well as the mind. Just like physical exercises, there has to be a determination to make reading part of your life. If we understand the many benefits of reading, we will have no trouble adopting a regular habit of reading.

Based on the explanation above, it can be seen that the teacher should build up students' knowledge about the important of reading and set goal from their activities in reading, the teacher should give correction to students' reading mistake directly on indirectly when students make incorrect in complete or answer the tasks.

According to Ayushveda (2012), the advantages of reading are as follows:

- 1) Vast vocabulary booster. Reading enhances our vocabulary. While reading we go through different words, some of them are many times new to use. Thus, by getting familiar with more and more new words help in increasing our knowledge and make us more self assured.



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- 2) Relive Stress. Our habit of reading relives us from stress in addition it also makes us feel fresh. It works as relieving pill for our tired mind. Regular reading strengthens our reading muscles and keeps the mind fresh.
- 3) Learning and knowledge. There is no better opportunity for learning than through reading. Almost every human being, great our average has gained most of knowledgethrough reading, in reading comprehension to any other means. Routine reading expands our mind tremendeously. A great benefit of reading is that we came to know about the history of the great people who lived before our breath.
- 4) Sharp and fresh mind. The other main benefitsof reading included making your intelligent; sharpening our mind and making us more confident. It is because of reading that the mind remains cool and that help us in staying fresh during the course of day.
- 5) Good an ideal for kids. Reading sets a nice example for younger generation. We can communicate the message to them more properly by our reading habit than anything we could say. We can't show them how much we value reading, if we do not read ourself. A regular habit of reading can keep our mind accupied and full of life, even during our old age.

Based on explantion above, it can be concludedthat when we develop a practice a habbit of reading, we are building solid foundation on which to build. This foundation of reading will allow us to accomplish many goals





and ambitions we have for our life. Our habit of continuing to read helps to ensure we will continue to succeed. Reading has a long and distinguished record of accomplishment for establishing positive and lasting benefits humanity.

## 2. Expository Text

### a. The Definition of Expository Text

According Guzzetti (2002: 386) in Rusniati, expository text is designed to inform, rather than simply entertain, and communicates information about the natural or social world. While, based on Kalayo (2007:62) expository text is the text that give information, explain why or how, clarify process, or define concept. It explained that expository text is kind of text to provide information to the reader where the content of the text is not only entertaining but also give information needed by the reader.

Moreover, McCormack (2010: 133) in Rusniati, defines that expository text is sometimes referred as nonfiction and / or informational text. This definition emphasize that expository can be included into the types of nonfiction or text that contains about information.

### b. The Structure of Expository Text

To comprehend about the text, the student should know about the text structure of expository text. According to Moss (2002: 100) in Rusniati, states that the five most common expository text structures are described below:

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## 1) Description

It means characteristic of the text. Such as: person, place, thing, or idea.

## 2) Sequence

It means that explain about the fact or event of the story in the expository text text.

## 3) Comparison-Contrast

It means that explain about the similarity or different of the fact in the text.

## 4) Cause – Effect

It explained about the cause or effect about the fact or event of the story.

## 5) Problem – Solution

It means that explain about the problem and the solution of the story at the end of the story.

The Example of expository paragraph:

*The Radiator*

*Radiators are heat exchangers used to transfer thermal energy from one medium to another for the purpose of cooling and heating. The majority of radiators are constructed to function in automobiles, buildings, and electronics. The radiator is always a source of heat to its environment, although this may be for either the purpose of heating this environment, or for cooling the fluid*

or coolant supplied to it, as for engine cooling. Despite the name, radiators generally transfer the bulk of their heat via convection, not by thermal radiation, though the term "convector" is used more narrowly.

From example of expository paragraph about the potential energy above, the underlined and bolded words are the specific information (contains number, name of thing, and specific sentence to think), main point, title and explanations. It has clear structure; topic of sentence, details, and conclusion. It also based on logical order, one topic and unity. It called expository paragraph.

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**Table II.1**  
**The structure of Expository Text**

<b>Part of Paragraph</b>	<b>Reason</b>	<b>Example</b>
Topic of Sentence	<ul style="list-style-type: none"> <li>- To generate interest</li> <li>- States the main idea</li> </ul>	<i>Radiators are <u>heat exchangers</u> used to transfer <u>thermal energy</u> from one medium to another for the purpose of cooling and heating.</i>
Details: First Point and Support	Introduces main point #1 and gives information and examples	<i>The majority of radiators are constructed to function in <u>automobiles</u>, <u>buildings</u>, and <u>electronics</u>.</i>
Details: Second Point and Support	Introduces main point #2 and gives information and examples	<i>The radiator is always a source of heat to its environment, although this may be for either the purpose of <u>heating</u> this environment, or for cooling the fluid or <u>coolant</u> supplied to it, as for <u>engine cooling</u>.</i>
Conclusion	<ul style="list-style-type: none"> <li>- Restates the topic sentence</li> <li>- Often leaves the reader with something to think about</li> </ul>	<i>Despite the name, radiators generally transfer the bulk of their heat via <u>convection</u>, not by <u>thermal radiation</u>, though the term "convector" is used more narrowly</i>

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In line with Horn in Kalayo (2007: 64), states that expository paragraph have certain types of organization that need to be learned, it can be seen as follows:

## 1) Logical Order

The exposition follows logical order. This means that the paragraphs are arranged in such a way that the reader can understand the writer thinking.

In time order, the writer guides the reader from one happening to another. In space order the writer guides the reader from one place to another. In logical order the writer guides the reader from one idea to another

## 2) One Topic

One part of logical order is that all the sentences in a paragraph refer to the same topic. Look at these sentences:

Example 1:

*The sky is very blue today. I am a student of Vocational High School. Many fruits i love in this world. Evrest is the highest mountain in this world. Go and tell that I hate him.*

What is this paragraph about? Is it possible to understand what the writer want to deliver? Is it really paragraph? It's look like a paragraph because the first sentence is intended. But it is not a paragraph. It has so many topics. Each sentence is about something





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different and has no unity each other. They do not make sense and can not be called paragraph. Now look at these sentences:

Example 2:

*A transmission is a machine that consists of a power source and a power transmission system, which provides controlled application of the power. Often the term transmission refers simply to the gearbox that uses gear and gear trains to provide speed and torque conversions from a rotating power source to another device.*

And what is the paragraph look like? It has a single topic only, unity, easy to understand and mak sense to reader. All the sentence refer to certain transmission. That means sentence about can be called paragraph.

### 3) Unity

When all the sentences in a paragraph are about the same topic, the paragraph forms a unit. We say the paragraph has unity. Unity helps the reader to follow the writer's thought. A paragraph has unity when every sentence sticks to the subject (Arnaudet and Barret).

## 3. The Understanding of Skimming and Scanning Techniques

### a. The Understanding of Skimming Technique

Understanding is process related to an abstract or physical object, such as a person, situation or message whereby one is able to think about it and use concept to deal adequately with that object. Understanding implies abilities and dispositions with respect to an

object of knowledge sufficient to support intelligent behavior (Wikipedia). Also in Wktionary.org states that understanding is process of comprehension, assimilation of knowledge, which is subjective its nature. It can be said reason or intelligence, ability to grasp the full meaning of knowledge, or ability to infer. In this research, researcher investigated how far the students' understanding the skimming and scanning techniques for their reading an expository text. Students infer to skim and scan the text to gain information they need.

Based on McWhorter (1992:106), skimming means reading selectively to get a general idea of what an article is about. The reader reads to inference the essence main from the text by using skimming techniques. While based on Grellet (1992) skimming is quickly running one's eyes over a text to get the gist of it. The reader reads fast the text to gain the important information they need, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage, Richards et al., (1992). Similarly to Allen in Diaz, S. and Laguado, J. journal (2013:138) points out that the skimming technique is a useful tool to help students extract from the text key words that permit them to infer the general sense of a text, which lets them interpret a text faster and advance in the reading process. In their writing, they stated that through skimming technique, the reader does not need to know the meaning of all words in the text to know the main idea or some idea

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needed such conclusion and or argument from the text. It makes them easier to find out what idea they need faster.

In a recent study by Maxwell (1971), the understanding of skimming is described and analyzed by a technique called *skapa*. *Skapa* involves: (1) the selection of clue words, (2) labeling or categorization of the clue words, and (3) the construction or synthesis of the main ideas from the labels in step 2. Essentially, *skapa* is derived from techniques used in studying verbal concept formation and clustering. It is based on the premise that the cognitive process involved in skimming is a special case of verbal concept formation which extends from categorization of verbal units to the creation of a deep cognitive structure or idea. Evidence is presented that shows that skilled, mature readers can understand the main idea of a passage by selecting as few as two or three words per paragraph provided that they have the appropriate mental set and background to identify and synthesize the concept. The selection's title and the previous knowledge that the reader brings to the reading situation affect his expectations and set constraints on how he interprets the text.

A preliminary skimming to locate main points not only serves to help the reader organize his ideas, but also increases his confidence that he can understand and retain the information. We advocate skimming difficult books, especially science textbooks, on the first reading to locate main ideas and scanning for new vocabulary, definitions, laws, equations, etc. prior to reading the material more thoroughly (Maxwell, 1970).

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Although we lack "hard" data that students retain more with this method, students who use it report that it does make studying easier for them.

In line with F. Grellet, Sukirah (1988:5) adds, skimming is a technique used to look for the gist of what the author is saying without a lot of detail. This is used if one only wants a preview or an overview of the material. It is used after the reader has already carefully studied and he needs to review the major ideas and concepts (unstated title) of the text.

According to Brown (2003:213) assessment for skimming is straight forward; the test-taker skimming a text and answers questions such as the following:

- 1) What is the main idea of this text?
- 2) What is the author's purpose in this text?
- 3) What kind of writing is this text (article, novel, manual)?
- 4) What type of writing this text (expository, technical, narrative)?
- 5) How easy or difficult do you think this text will be?
- 6) What do you think you will learn from the text?
- 7) How useful will this text be for you?

While based on Huges (2005:138) the expeditious reading operations on skimming are:

- 1) Obtain main ideas and discourse topic quickly and efficiently,
- 2) Establish quickly the structure of the text,
- 3) Decide the relevance of the text (or part of a text) to their needs.

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The writer constructs the indicators for understanding of skimming technique ( $X_1$ ) this research from both theories, and focused on which detail could be entered and suitable for expository text.

### 1) The Guidance for Skimming Technique

McWhorter (1992:81) states that there are several general guidance for skimming:

#### a) The title

The title often announces the subject of the material and provides clues about the author's approach or attitude toward the subject.

#### b) The Subtitle

Some types of material include a statement underneath the title that further explain the title or is written to catch the reader's interest.

#### c) The Introductory Paragraph

The introductory paragraph often provides important background information and introduces the subject. It may also provide a brief overview of the statement of the subject.

#### d) The Headings

A heading announces the topic that will be discussed in the paragraphs that will follow it. When read successively, the headings form an outline or list of topics covered in the material.

#### e) The First Sentence of Each Paragraph

Most paragraphs are built around a topic sentence, which states the main idea of the paragraph. The most common position for main idea is



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in the first sentence of the paragraph. If you read a first sentence that clearly *is not* the topic sentence. You may jump to the end of the paragraph and read the last sentence.

## f) Key Words

Quickly glance through the reminder of the paragraph. Let your eyes quickly sweep through the paragraph. Try to pick out key words that answer who, what, when, where, or how much about the main idea of the paragraph. Try to notice names, numbers, dates, and places and capitalized or italicized words and phrases. Also notice any number sequences. This quickly glance will add to your overall impression of the paragraph and will confirm you that you have identified the main idea of the paragraph.

## g) The Title or Legend of Any Maps, Graphs, Charts, or Diagrams

The title or legend will state concisely what the typographical aid depicts and suggest what important event, idea, or relationship it is intended to emphasize.

## h) The Last Paragraph

The last paragraph often provides a conclusion or summary for the article. It might states concisely the main points of the article or suggests new directions for considering the topic.

**b. The Understanding of Scanning Technique**

Scanning in reading is a technique for quickly looking through reading manner to locate a particular piece of information –fact, a date, a

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name, a statistic- . As Mikulecky (1997:42) states that scanning is a way to read very fast. The reader do not read all the words. They read only the words they are looking for. Reader might be looking for the answer to a question or for a fact or detail that they need to complete an assignment. Reader might even be looking a particular text in the book listing. Other studies have focused on the use of scanning techniques to achieve better results in reading comprehension (Maxwell, 1978). On the other hand Maxwell (1969) conducted a study making use of the two techniques and the results revealed that students prefer to scan for details rather than skim for main ideas and many students are unable to skim for main ideas. And Liu, Feng (2010) in his writing stated that scanning is reading selectively to achieve very specific goals, example finding a number, date, name of person or place, setting of event. It is used when the reader want to locate a particular piece of information without necessarily understanding the rest of a text or passage. The main feature of scanning is that any part of the text which does not contain the pre-selected piece of information is dismissed.

Then, according to Nasution (2003:98), scanning is a technique when one wish locates a single fact or a specific bit of information without reading everything. Readers have used skimming and scanning technique when they read a long text to looking for the main idea, and time, and channel of their favorite text, listing on their newspaper in magazine. Readers have probably scanned pages in their telephone

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directory. In scanning, readers simply move their eyes quickly down the page until they locate a name, address and number and then look no further. Scanning for information in this way should be both fast and accurate. With this technique, the students look for specific information within a text such as dates, names, place, among others. According to Maxwell (1970) scanning, which is defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most developmental reading courses.

In line with F. Grellet, Sukirah (1988:5) adds for scanning is not a reading process in true sense of the word. It is a searching that requires a reader to float over the material until he find what he needs then stops and reads as much as necessary in order to answer his question.

For scanning assessment according to Brown (2003:209) the test-taker must locate:

- 1) A date, name, or place in article,
- 2) The setting for narrative story,
- 3) The principal divisions of a chapter,
- 4) The principal research finding in a technical report,
- 5) A result reported in specified cell in table,
- 6) The cost of an item on a menu,
- 7) Specified data needed.

Besides, Huges (2005:138) stated that on assess scanning the reader can quickly find:

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- 1) Specific words or phrases,
- 2) Figures, percentages,
- 3) Specific items in an index,
- 4) Specific names in a bibliography or set of references.

The writer constructs the indicators for understanding of scanning technique (X<sub>2</sub>) this research from both theories, and focused on which detail could be entered and suitable for expository text.

Although scanning is commonly used skill, many people do not know how to scan effectively. They do not scan as efficiently as possible because they randomly search through material, hoping to stumble on the information they are seeking. The key to effective scanning is to approach the material in a systematic manner, as McWhorter (1992:107) stated that there are steps provide systematic approach:

## 1) Check the Organization

Before you begin to scan, check to see how the article or material is organized. Is that graphic or prose selections.

## 2) From Specific Questions

Scanning is effectively only if you have a purpose, so try fix in your mind what you are looking for by forming specific questions about the topic.

## 3) Anticipate Word Clues

The next step is to anticipate clues that may help you locate the answer more rapidly.

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## 4) Identify Likely Answer/Locations

Using what you have learned from checking how material is organized try to identify likely places where the information you are looking for might appear.

## 5) Use Systematic Pattern

Once you know what you are looking for and can anticipate the location and form your answer, you are ready to scan.

## 6) Confirm Your Answer

Once you think you have located the information you have been looking for, check to be sure your answer.

## 1) The Guidance Scanning Technique

While based on Nasution (2003:99), there are guidance for readers to scan effectively:

## a) Alphabetical Arrangement

A dictionary, the index book, a zip code direction well as numerous guides and reference, are all arranged alphabetically for understanding and easy location of position.

## b) Non-alphabetical Arrangement

Newspaper, television list channel, popular songs and soon, are provided in non-alphabetical arrangement. Reads need understand the arrangement of information, readers can proceed lately to find the section or page most to contain the information they want.

## c) Prose Material



There is a third type material which reader may have occasion to in order to answer a specific bit of information, they want to scan an article in newspaper or text, or section of an encyclopedia or a source of reference. The readers need to scan quickly and efficiently, just become familiar with the arrangement of the material.

#### d) Keep Clues words in Mind

Have in mind some clue words or phrases associated with the specific facts they are looking for. For example when scanning the telephone directory, their clue word would be person's last name along their knowledge of alphabetical order.

#### e) Speed

The purpose in scanning is to locate information quickly. Thus, a high rate of speed is essential. Remember that readers are searching for specific words; don't allow yourself to become distracted by words or ideas unrelated to the information they are scanning to find.

#### f) Accuracy

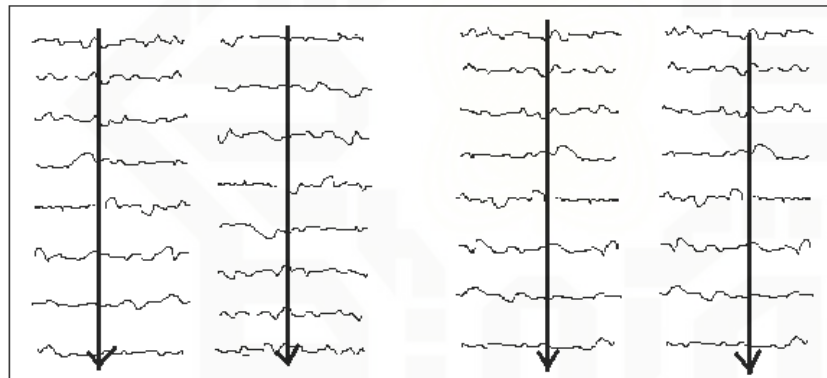
Accuracy is just essential a speed when scanning. Once reader have scanned to find the information they need, take the time to read it carefully. Their goal should be 100 percent accuracy.

In line, McWhorter (1992:111) suggest for adapting the general procedure to each of these types of scanning particular:

#### 1) Scanning Columnar Materials

In Scanning columnar material, the reader will be able to scan for a specific word, phrase, name, date or place name. for example, in checking the meaning of term in Taber's Cyclopedia Medical Dictionary, reader are looking for a specific word or in looking up a metric equivalent in the glossary in physics text book, their purpose is quite specific

The most effective scanning pattern for most columnar material is a straight down-the-column pattern, often called the arrow pattern. It is a swift, down-ward sweep.



In using this pattern with material arranged alphabetically, focus on the first letter of each line until reader reaches the letter that begins the word he/she is looking for. Then focus on the first two letters until reader reaches the two-letter combination he/she is searching for. Successively widen his/her focus until he/she is looking for whole words.

For non-alphabetical material it will be necessary, once reader have selected a likely location, to scan the entire line to find needed information.

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## 2) Scanning Prose Material

Prose materials are more difficult to scan than columnar material. Their organization is less apparent and the information is not as concisely or obviously stated. And unless the headings are numerous and very concise, reader may have to scan large amounts of material with fewer location clues. For purpose material reader must rely heavily on identifying clue words and predicting the form of his/her answer. It is useful to think of scanning prose materials as a floating process in which his/her eyes drift quickly through a passage searching for clue words and phrase. His/her eyes should move across sentences and entire paragraphs, noticing only clue words that indicate that reader may be close to locating the answer.

In short, scanning technique must be adapting to suit the nature of the material. In scanning columnar material, determining how the material is organized is out utmost important. A straight-down-the-column scanning pattern is often effective. Identifying cue words and predicting the form of the answer are most important when scanning prose materials.

## 4. The Relationship between Students' Understanding of Skimming and Scanning techniques and Their reading Comprehension on Expository Text

In a recent study, Fredric (2008:74) on his journal found that skimming and scanning techniques has contribution to the reading comprehension at Senior High School. In the other words, both of

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techniques have correlation with reading comprehension. This theory used by researcher to strengthen this research. Also, Maxwell found that skimming and scanning techniques scores on the *Nelson-Denny Reading Test* are significantly correlated with rate of reading comprehension (Maxwell, 1971, d). The goal, and perhaps the result, of developing effective skimming and scanning techniques are to get the student to read more actively. As Kirk (1970) observes, passive readers who persist in an unthinking, Pavlovian reading and rereading of text materials tend to do poorly in college courses and are particularly susceptible to exam panic.

In line, Zainil (2003) in his compiler stated that skimming and scanning techniques are the techniques that help reader to gain the information they need such number, date, setting, main idea, word or phrase and etc. in reading. As reader become familiar with these techniques, they will come to know how to comprehend the text faster and more efficient. It obviously show that when the reader have good understanding in skimming and scanning techniques, they also good in comprehend the text.

Next, according to F. Gerlet 1981 in Purnama (2012) both skimming and scanning are specific reading techniques necessary for quick and efficient reading. When skimming, we go through the reading material quickly in order to get the gist of it to know how it is organized or to get an idea of the some or the intention of the writer. When doing scanning, we only locate specific information and often we do not even



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follow the linearity of the passage to do so. We simple let our eyes wonder over the text until we find what we are looking for, whether it is a name, a date or less specific piece of information. Skimming is therefore a more through activity which requires an overall view of the text and implies a definite reading. Competence scanning on the other hand is more limited since it only means retrieving what information is relevant to our purpose.

Based on some statements from those experts above, the writer concludes that understanding how to do skimming and scanning techniques are very crucial in reading comprehension, because it helps to skim and scan the information they need. By understanding how to do skimming and scanning techniques when reading, we easily to find out what we want to gain exactly from the text. It can be also conclude that understanding skimming and scanning techniques has strong relationship with reading comprehension because they influence each other; good understanding in skimming and scanning techniques will influence to the comprehension in reading and vice versa.

## B. The Relevant Research

To avoid the same title used in this research, the writer bshows the research which relevant research. According to Syafi'i (2007:122), relevant research is requirement to observe some previous researchers conducted by other researcher in which they are relevant to our research itself:

1. The study conduct by Fredric (2008:74) on his journal Vol.16 (2008:74-126) entitled "Relationship between skimming and scanning techniques to



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the reading comprehension on students' of Senior High School". They tried to find out whether is there any relation between skimming and scanning score and reading comprehension score on Senior High School. In his study he found that skimming and scanning techniques has relation to the reading comprehension score at Senior High School. This research relevant with the study that conducted by Fredric, but the writer more concerns on identification how large the significant correlation between students' understanding of skimming and scanning techniques and their reading comprehension in expository text at Dwi Sejahtera Vocational High School Pekanbaru.

2. The research conducted by Feng Liu on his journal Vol.7 (2011: 52-98) entitled "Contribution Skimming and Scanning Techniques to the reading ability at a High School". They tried to find out how far contribution of skimming and scanning techniques to the reading ability at a High School. In their research they found that there was contribution of skimming and scanning techniques to the reading ability at a High School. Feng Liu focused on what number the contribution skimming and scanning techniques on the reading comprehension without consider how large they correlated each other, while in this research the writer work on how to find the significant correlation between students' understanding of skimming and scanning techniques and their reading comprehension in expository text at Vocational High School Dwi Sejahtera Pekanbaru.



3. The research conducted by Martha J. Maxwell in 1972 on her journal entitled “Skimming and Scanning Improvement: the Needs, Assumptions and Knowledge Base”. She tried to find out how the students skimming and scanning ability in comprehend the text from their needs, assumption and knowledge base. In her research, she found that many students are unable to skim for and locate main ideas and they ignore obvious organizational clues in trying to locate information in text books. The research conducted by Martha J. Maxwell is different from this research in which this research, the writer tries to find the significant correlation between students’ understanding of skimming and scanning techniques and their reading comprehension in expository text at Vocational High School Dwi Sejahtera Pekanbaru.

### C. The Operational Concept

According to Syafi’i (2013:94) operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing a research paper. The writer would like to explain briefly about variables in this research. It is important to clarify the theories used in this research. This research is correlational research which is focuses on correlation between students’ understanding of skimming and scanning techniques and their reading comprehension on expository text. Therefore, in analyzing the problem in this research, there are two variables:

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1. Variable  $X_1$  is that students' understanding of skimming technique.  $X_1$  variable is independent variable. For the indicator, the writer took from Brown (2003:209-214) and Arthur (1981) are:
  - b. The students are able identify the main idea.
  - c. The students are able to identify the author's purpose.
  - d. The students are able to identify the kind of text.
2. Variable  $X_2$  is that students' understanding of scanning technique.  $X_2$  variable is independent variable. For the indicator, the writer took from Brown (2003:209 214) and Arthur (1981) are:
  - a. The students able to identify factual information (name, time, date, character person or things).
  - b. The students able to identify the word or phrase.
4. Variable Y is that students' reading comprehension. Y variable is dependent variable. For the indicator, the writer took from Syllabus of Dwi Sejahtera Vocational High School Pekanbaru for tenth grade (2006:131-132). The indicators of reading comprehension are:
  - a. The students able to identify the word meaning.
  - b. The students able to identify the problem happen in the text.
  - c. The students able to identify the character of person or things.
  - d. The students able to identify the appropriate statement of the text.
  - e. The students able to identify the communication purpose of the text.

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**D. The Assumption and the Hypothesis****1. The Assumption**

- a. The students' understanding of skimming and scanning techniques and their reading comprehension in expository text are various.
- b. Many factors can influence students' understanding of skimming and scanning techniques and their reading comprehension in expository text.
- c. The students' understanding of skimming and scanning techniques related to their reading comprehension.

**2. The Hypothesis**

- a. Null Hypothesis (Ho): There is no significant correlation between students' understanding of skimming and scanning techniques and their reading comprehension on expository text at Dwi Sejahtera Vocational High School of Pekanbaru.
- b. Alternative hypothesis (Ha): There is a significant correlation between students' understanding of skimming and scanning techniques and their reading comprehension on expository text at Dwi Sejahtera Vocational High School of Pekanbaru.