
THE EFFECT OF SCROL (SURVEY, CONNECTION, READ, OUTLINE, LOOK BACK) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF REPORT TEXT AT THE ELEVENTH GRADE STUDENTS OF SMK NEGERI 1 TANTOM ANGKOLA IN 2022/2023 ACADEMIC YEAR

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Abstract: *The purpose of this research: 1) To know the extent of the application of SCROL strategy in teaching reading comprehension in report text, 2) To know the extent of the students' reading comprehension in report text before and after using SCROL strategy, 3) To find out whether there is any significant effect of SCROL strategy towards students' reading comprehension in report text at the eleventh grade of SMK Negeri 1 Tantom Angkola. This research used experimental method by using one-group pretest and posttest design. The sample of this research is 36 students of class XI-Akuntansi by using purposive sampling. In collecting the data, the researcher used observation sheet and test. The method of the research to experimental method. The result of the application of SCROL strategy in teaching reading comprehension in report text at the eleventh grade of SMK Negeri 1 Tantom Angkola in 2022/2023 Academic Year is 3.7 and it is categorized "Very Good". It means that the researcher had applied SCROL strategy in teaching reading comprehension well. The testing that had been done to measure the hypothesis showed that ttest is higher than ttable (ttest 9.42 > ttable 2.03). So, the alternative hypothesis of this research can be accepted. It means that there is significant effect of using SCROL strategy on students' reading comprehension in report text at the eleventh grade of SMK Negeri 1 Tantom Angkola in 2022/2023 Academic Year.*

Keyword: *Reading Comprehension, Report Text, SCROL strategy*

Abstrak: Tujuan penelitian ini: 1) Untuk mengetahui sejauh mana penerapan strategi SCROL dalam pengajaran pemahaman membaca dalam teks report, 2) Untuk mengetahui sejauh mana pemahaman membaca siswa dalam teks report sebelum dan sesudah menggunakan strategi SCROL, 3) Untuk mengetahui apakah ada pengaruh yang signifikan dari strategi SCROL terhadap pemahaman membaca siswa dalam teks laporan di kelas XI SMK Negeri 1 Tantom Angkola. Penelitian ini menggunakan metode eksperimen dengan menggunakan *one-group pretest and posttest design*. Sampel penelitian ini adalah 36 siswa kelas XI-Akuntansi dengan menggunakan purposive sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi dan tes. Metode penelitian yang digunakan adalah metode eksperimen. Hasil penerapan strategi SCROL dalam pembelajaran membaca pemahaman teks report di kelas XI SMK Negeri 1 Tantom Angkola Tahun Pelajaran 2022/2023 adalah 3,7 dengan kategori "Sangat Baik". . Ini berarti bahwa peneliti telah menerapkan strategi SCROL dalam pengajaran membaca pemahaman dengan baik. Pengujian yang telah dilakukan untuk mengukur hipotesis

menunjukkan bahwa t_{hitung} lebih tinggi dari t_{tabel} ($t_{hitung} 9,42 > t_{tabel} 2,03$). Dengan demikian, hipotesis alternatif penelitian ini dapat diterima. Artinya ada pengaruh yang signifikan penggunaan strategi SCROL terhadap pemahaman membaca teks report siswa kelas XI SMK Negeri 1 Tantom Angkola Tahun Pelajaran 2022/2023.

Kata Kunci: Pemahaman Membaca, Report Text, Strategi SCROL

I. INTRODUCTION

Reading is type of reading that aims to understand the reading. According to Justice in Sturmev and Hersen (2012: 167) reading comprehension is a complex skill that is both challenging to asses and even more challenging to impact. Reading comprehension refers to child understanding what he or she is reading. It can be said that reading comprehension is a skill where the reader do not just read the text, but its more than read. The students have no deal with the text that is introduced. It caused because the students have no reading strategies when they are deal with the text. As a result, the students read the text but they were incapable to comprehend the text.

In reality, it was found that almost students have some problems in reading comprehension. Reading is a necessary skill that any learners needs. Unfortunately, how to teaching reading has not given due care in the school. The result in such

case, the students are of lack of motivation to read, even if they read the show negative attitudes such as they are not interest to reading. These situations were caused by several factors; it can be from students' internal and external factors. The students' internal factor such as lack of motivation, students' attitude, mindset, lack of knowledge and other factors. The external factor such as environment, the teacher strategy, students family background and many others.

There are many strategies which can be applied in teaching reading. As a researcher, i want to try the SCROL strategy. This is a reading comprehension strategy that has been developed. Help students read and understand textbooks and various book sources. This strategy encourages students to use text headings to aid understanding and students. Help them find and remember important information.

1. The Nature of Reading Comprehension

According to Nunan in Nurdiana and Amelia (2017: 1) Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Furthermore, Power in Basmantra (2018: 11) states that “Reading is a transaction between the text and the readers. As the readers read, they search for and construct meaning based on what they bring to the text and what the text bring to them.”

According to King and Stanley in Nurdiana and Amelia (2017: 8) The components of reading comprehension are as follows; finding factual information, main idea, vocabulary, reference and inference.

Based on the definition above, the researcher concludes that reading comprehension is the process to understand about all of the reading text.

2. The Nature of SCROL Strategy

According to Reid in Ibrahim (2021: 1496), the SCROL framework includes the following five steps:

a. Survey

First, the students are instructed to survey chapter headings. This provides students with an idea of what the chapter will be about and prompts them to think about what they already know about the subject, thus activating their prior knowledge of the subject. It also

allows them to predict information that the writer may present.

b. Connection

The students ask themselves how the headings relate to one another and write down any keywords from the headings that might provide connection between them

c. Read

Students read the text and looking for words and phrases that expresses important information about the headings. They can mark the text and make sure if they understand the major ideas and supporting detail

d. Outline

Students outline the text using identifications to reflect text structure. Students are asked to write the heading and try to outline each heading segment without looking back at the text.

e. Look back

Finally, the students are prompted to look back at the text and check the accuracy of the major ideas and details they

write down and correct any inaccurate information in their outline.

3. Report Text

a. The Nature of Report Text

According to Atiko and Taupik (2020: 24) Report text is a text which reports about general description of the subject. It is result of systematic observation and analysis. In addition, according to Hanafi (2019: 43) report text is a text which present information about something, as a result of systematic observation and analyzes.

b. The Generic Structure of Report Text

According to Hanafi (2019: 44), develope the generic structure of report text include general classification and description.

c. The Language Features of Report Text

According to Atiko and Taupik (2020: 24) the language features of report text include using general nouns, use are in the first sentence of the first sentence of the first paragraph, use simple present tense, and use timeless present tense to indicate usualness

II. METHODOLOGY OF RESEARCH

This research use quantitative methodology. Quantitative is a method of research that based on Siyoto and sodik (2015: 17) one type of research whose specifications are systematic, planned and clearly structured from the start to the creation of the research design. It means that quantitative approach is the way for the researcher to interpretation and collecting data.

In this research, the researcher use experimental method and the research design that will be used is one-group pretest-posttest design.

2.1 Population and Sample

a. Population

According to Arikunto (2010: 173), Population is the subject of research. The population of this research was the eleventh grade students of SMKN 1 Tantom Angkola with total number 175 students.

Table 1. Population

No	Classes	Total
1	XI ATP	33
2	XI TKJ 1	34
3	XI TKJ 2	36
4	XI-Busana	36
5	XI-Akuntansi	36
Total		175

b. Sample

According to Ramdhan (2021: 14), sample is part of population. In this research, the researcher chooses purposive sampling as a sampling technique and the researcher will take the sample of class XI- Akuntansi where 36 students.

2.2 Technique and Instrument of Data Collection

Techniques of data collection in this research there are observation and test.

a. Observation

Observation is uses to measure independent variables in this research that is the application of SCROL strategy. An observation is the act of a human being of receiving knowledge from the outside world by the use of the senses.

b. Test

in collecting data, the researcher use t-test to know students growth in reading skill. The result are used to see wheter improvements after the actions or not.

2.3 Technique for analyzing the data

Quantitative data analysis is used in this research. The writer found out the means score. In finding the mean of the

test, the writer found out the normality of the pre-test and post-test, and the homogeneity of the test. Then, the writer found out the means score and standard deviation of the pre-test and post-test to see the difference. Finally, in comparing the means of the test, the writer used t-test in order to find out the difference between the means and decide whether those difference were likely to happen by chance or by treatment effect.

III. RESULT

Based on the result of data analysis of observation sheet in applying SCROL strategy on students reading comprehension of report text the researcher got total score 51 and the mean score was 3.7 which categorized “very good” it means the researcher has succeeded in applying SCROL strategy.

Total score of pretest 1390 and posttest is 2700, then the mean of pre-test are 38.61 and post-test is 75.

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{1310}{36}$$

$$Md = 36.38$$

The formula for computing the t-test is as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

$$t = \frac{36.38}{\sqrt{\frac{\sum x^2 d}{36(36-1)}}$$

$$t = \frac{36.38}{\sqrt{\frac{18817.8}{36(35)}}$$

$$t = \frac{36.38}{\sqrt{\frac{18817.8}{1260}}}$$

$$t = \frac{36.38}{3.86}$$

$$t = 9.42$$

Based on researcher observation during the process of teaching in reading through SCROL strategy, the researcher found the result of research that SCROL strategy can give significantly affect to increase students' reading comprehension.

Testing hypothesis should be done in order to know whether the hypothesis is accepted or rejected. The basic theory that the researcher used was the hypothesis is accepted if $t_{\text{test}} > t_{\text{table}}$. to find the degree of freedom (df) as follows:

$$Df = n-1$$

$$= 36-1$$

$$= 35 \longrightarrow t_{\text{table}} 5\% = 2.03$$

So, from the calculation above, we know that t_{test} is higher than t_{table}

→ $t_{\text{test}} > t_{\text{table}}$

→ $9.42 > 2.03$

Where:

Df = Degree of freedom

N = sample

From the result above:

$$t_{\text{test}} = 9.42$$

$$t_{\text{table}} = 2.03$$

It can be concluded that t_{test} is higher than t_{table} ($9.42 > 2.03$). Based on calculation above, it showed that the research

of hypothesis (H_a) is accepted and null Hypothesis (H_0) is rejected. It means that using SCROL strategy is significantly affect to increase students' reading comprehension of report text at the eleventh grade of SMKN 1 Tantom Angkola.

IV. DISSCUSSION

Based on the result of this research SCROL strategy is significantly affect to increase students' reading comprehension. It can be proved from the students' score which better using SCROL strategy than the conventional method used in teaching reading. Based on the result of pretest showed that the total score of the students mean is 38.6. In the post test mean is 75.

Based on calculation of t-test, where the value of t-test is 9.42 is higher than t-table 2.03. It shows that the hypothesis (H_a) is accepted and null Hypothesis (H_0) is rejected. It means that the using of SCROL strategy is significantly affect to increase students' reading comprehension of report text at the eleventh grade of SMKN 1 Tantom Angkola.

CONCLUSIONS

- a. The application of SCROL Strategy in teaching reading comprehension in report text at the eleventh grade of SMK Negeri 1 Tantom Angkola is 3.7 and it is categorized “Very Good”. It means that the researcher had applied SCROL strategy in teaching reading comprehension well.
- b. The students’ reading comprehension in report text before and after using SCROL strategy at the eleventh grade of SMK Negeri 1 Tantom Angkola was bad (38.6) and good (75).
- c. There is any significant effect of using SCROL strategy on students’ reading comprehension in report text at the eleventh grade of SMK Negeri 1 Tantom Angkola. The calculation of t_{test} is 9.42 and the score of t_{table} is 2.03. So, t_{test} calculation is higher than t_{table} ($t_{test} \ 9.42 > t_{table} \ 2.03$). SCROL strategy in teaching reading comprehension in report text at the eleventh grade of SMK Negeri 1 Tantom Angkola, so the hypothesis is accepted.

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