

**THE INFLUENCE OF USING SCAIT (SELECT, COMPLETE, ACCEPT,
INFER AND THINK) STRATEGY TOWARDS STUDENTS' READING
COMPREHENSION ON DESCRIPTIVE TEXT AT THE SECOND
SEMESTER OF THE EIGHTH GRADE OF SMP N 3
BUNGA MAYANG IN THE ACADEMIC
YEAR 2021/2022**

A Thesis

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NPM: 1511040313**



Study Program : English Education
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2022

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YEAR 2021/2022**

A Thesis

Submitted as a Partial Fulfillment of the Requirement of S1-Degree

By

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LAMPUNG

2022

ABSTRACT

The objective of the research was to find out whether or not there was significant influence of using SCAIT (Select, Complete, Accept, Infer, and Think) strategy towards students' reading comprehension on descriptive text at the second semester of the eighth grade of SMP N 3 Bunga Mayang in the academic year of 2021/2022. The students' reading of SMP N 3 Bunga Mayang was still low. It from the students' reading score in preliminary research. There were 64,7 % of the students who got the score under 70 as the criteria of minimum mastery. To solve the problem, this research was apply SCAIT (Select, Complete, Accept, Infer, Think) strategy. SCAIT (Select, Complete, Accept, Infer, Think) strategy that was one of reading comprehension strategy proven to have positive effect to increase students' comprehension while reading text.

This research was conducted by using quasi experimental design with pretest and post test design. The population of the research was the eight grades of SMP N 3 Bunga Mayang. The total sample was 54 students that were taken from 2 classes. VIII A and VIII B. They were 28 students for experimental class and 26 students for control class. In experimental class was using SCAIT (Select, Complete, Accept, Infer, Think) strategy and in the control, class was using Reading Aloud. The treatments were held in 3 meetings in which 2 X 45 minutes for each class. In collecting the data, this research was using the instruments in multiple choice items of reading comprehension in descriptive text. Before giving the treatment, pre-test was given for both classes. Then, after conducting the treatments, was given post-test. After giving pre-test and post test, the researcher was analyzed the data using SPSS.

From the data analysis computed by using SPSS, it was obtained that result of Sig. (P_{value}) = 0.001 and $\alpha = 0.05$. It means H_a is accepted because $\text{Sig.} < \alpha = 0.001 < 0.05$. Therefore, there was significant influence of using SCAIT (Select, Complete, Accept, Infer, and Think) strategy toward students' reading comprehension at the eighth grade of SMP N 3 Bunga Mayang in the academic year 2021/2022.

Keyword : Quasi Experimental Design, SCAIT (Select, Complete, Accept, Infer, Think) Strategy, Descriptive text, Reading comprehension.



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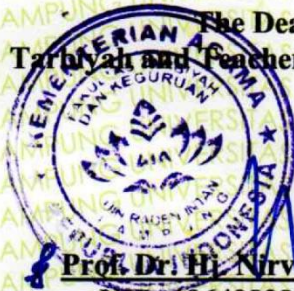
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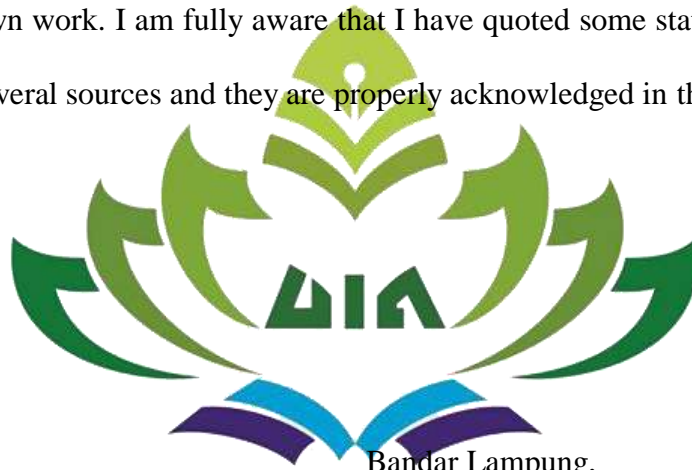


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DECLARATION

I hereby state that this thesis entitle **“The Influence of Using SCAIT (Select, Complete, Accept, Infer, and Think) Strategy Toward Students Reading Comprehension on Descriptive Text at the Seconds Semester of The Eighth Grade of SMP N 3 Bunga Mayang in the academic year of 2021/2022”** is definitely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.



Bandar Lampung,
Declared by

2022

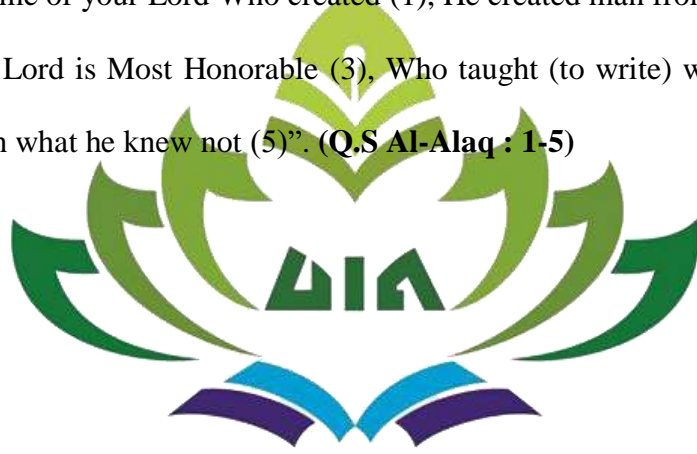
A handwritten signature in black ink, appearing to read 'Raden Ayu', is written over a horizontal line. The signature is stylized and cursive.

Raden Ayu
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۙ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ
 أَلَمْ يَكُنْ عَلَّمًا بِالْقَلَمِ ۗ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

“Read in the name of your Lord Who created (1), He created man from a clot (2),
 Read and your Lord is Most Honorable (3), Who taught (to write) with the pen
 (4), Taught man what he knew not (5)”. (Q.S Al-Alaq : 1-5)

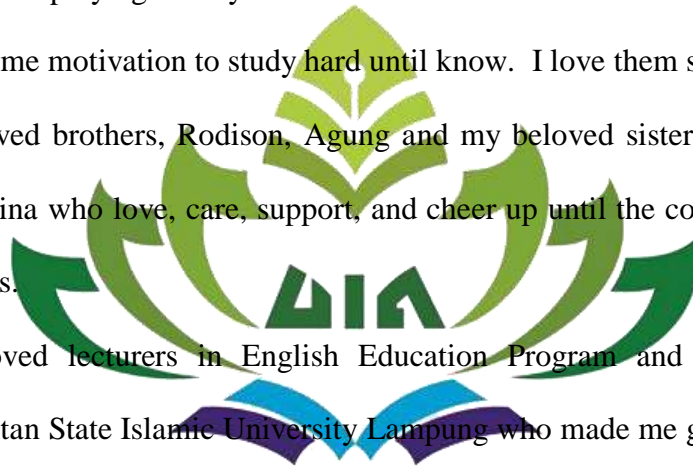


DEDICATION

From the deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like dedicate this thesis to :

This thesis is dedicated to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents, Mr. Nawawi and Ms. Bairoh, who always love me and keep on praying for my life and success. Thanks for all the best to me and give me motivation to study hard until know. I love them so much.
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4. My beloved lecturers in English Education Program and Almamater Raden Intan State Islamic University Lampung who made me grow up and have contributed much for my self development.



CURICULUM VITAE

The name of the researcher is Raden Ayu. She was born in Suka jaya on December 13th 1996. She is the third child of Five children of Mr. Nawawi and Ms. Bairoh. She has two brothers whose name are Rodison and Agung and two sisters whose name are Rika Yana and Tantina.

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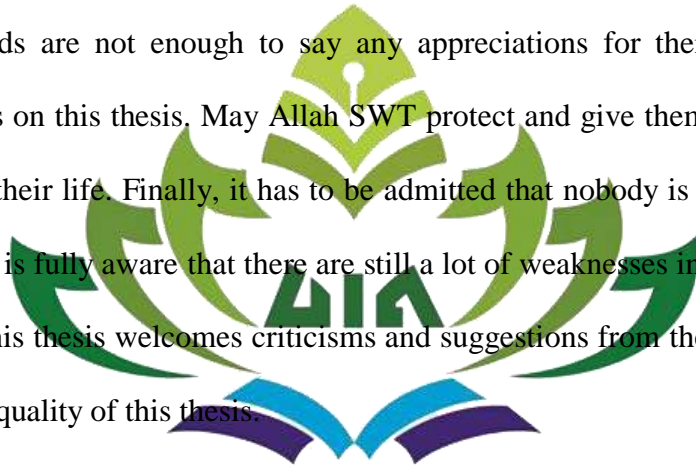
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12. Everyone who has helped and given contribution in finishing the skripsi whose names cannot be mentioned one by one. The researcher also apologize advance if she missed anybody.

The words are not enough to say any appreciations for their help and contributions on this thesis. May Allah SWT protect and give them happiness throughtout their life. Finally, it has to be admitted that nobody is perfect and this research is fully aware that there are still a lot of weaknesses in this thesis. Therefore, this thesis welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.



Bandar Lampung,
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CHAPTER I

INTRODUCTION

A. Background of The Problem

People always use language in their communication. Language is important part in human life, because people show their mind, feeling, expression and communicate are to another by using language. Every country has a different language that used for communication among people. Considering that the world has language difference that require international language to facilitate communication in various countries. English is the most widely used international language. In Indonesia, English becomes one of the things which take a part in the national education system.

According to Keith Jhonson, language is person's reason for continuing to learn, where one will feel more intergrated with the country where one is now.¹ It mean that language is very important thing for a person's life to continue to learn about everything and makes it more integrated with the country. So, we can say that language is every important for individuals to live in a society. There are many languages in the world. One of them is English.

According to H. Douglas and Heekyeong english as a language has four basic skills which are listening, speaking, reading and writing.² It mean Among those

¹ Keith Jhonson, *An Introduction to Foreign Language Learning and Teaching 2nd Edition*, (New York: Routledge, 2013), p. 5

² H. Douglas Brown and Heekyeong Lee, *Teaching by Principles an Interactive Approach to Language Pedagogy, 4th Edition*, (San Francisco: Pearson Education ESL, 2015), p. 56

four skills the researcher only wishes to discuss the reading skill because a lot of students get difficult in reading. In reading there is an action of understanding what you are read, it is called comprehension.

Reading is a complex process that involves not only the reader's ability to read a text but also their experience of understanding it. This is very important for students because by reading students will get a lot of information and knowledge in everyday life.³ It means reading is very important thing especially for students, by reading they will know everything.

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.⁴ Reading comprehension can be defined as a thought process through which the reader becomes aware of ideas in the text. From the statement above, it can be understood that reading needs comprehension and reading comprehension is careful reading in order to understand the total meaning of the passage.

Comprehension is also influenced by the ability to connect prior knowledge with new knowledge in order to create meaning. Students who succeed in comprehending text are actively involved in the reading processes that require the ability to make predictions, to confirm or to disaffirm those predictions, to ask questions, to infer and to visualise, and to monitor understanding as they read.

³ Syofnidah Ifriani, "Increasing Students' Reading Comprehension by Using Jigsaw Technique ." *Jurnal Tadris Bahasa Inggris*, Vol. 5, No. 1 (2013), p. 144, Available on: <http://103.88.229.8/index.php/ENGEDU/issue/view/41> Accessed on: Sunday, 03 October 2021

⁴ Woolley, Gary, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Spinger Science + Business Media B. V, 2011), P. 15

Nowdays, students have difficulties in reading comprehension. Teachers have difficulties in teaching reading comprehension. It is even worse because students have less vocabulary which is very useful to comprehend a passage, and also some teachers consider that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading.

Based on the syllabus of the eighth grade, students are expect to be able to comprehend reading. Even so, many students had problem in comprehending the text, especially occur in class VIII of SMPN 3 Bunga Mayang, Northern Lampung. There are a lot of students in there did not pass minimum standard mastery (KKM) in reading.

Table 1
Students' Reading Score at the Eights Grade of SMP N 3 Bunga
Mayang in the academic Year of 2021/2022

No	Class	Student' Score		Number Student
		<70	≥70	
1	VIII A	17	11	28
2	VIII B	17	9	26
3	VIII C	21	10	31
Total		55	30	85
Percentage		64,7%	35,3%	100%

Source : Documents of the English Reading Score of the Eighth Grade of SMP Negeri 3 Bunga

Mayang

Based on interviewing an English teacher of SMP N 3 Bunga Mayang, Mr. Eko Ichwan Ubaidillah, S.Pd. He said there are some problems faced by students in reading activities in the classroom. The problems of reading are, the students' ability in reading was low, especially specification of reading comprehension. It happened because the students were bored in the activity of the class. The student's difficulty in comprehending in English text because they did not know content in the text.

In addition, the factors to make low of students reading comprehension and students reading skill are on the method, strategies and technique use in the learning activities in the class. From the result of interviews, teacher actually uses reading aloud strategy. Reading aloud is an activity to read something loudly. According to Megan Cox Gurdon, read aloud is a method to expose listeners to milion of world they might never otherwise read, hear, or learn.⁵ Its mean reading aloud can be a solution to improve pronunciation for readers and make listeners add thousands of vocabularies that have been heard, read or even

After researcher interviewing the teacher, the researcher also give the all students of eighth grade questionnaires to know the necessary and weakness of students. First of all, students are responding that English is difficult lesson, so this is making they are not interesting to study English. Some of the students still believed that reading was difficult because factors; they were had a problem to

⁵ Gurdon, Megan Cox, 2019, *The Enchanted Hour: The Miraculous Power of Reading Aloud in the Age of Distruction*, (Australia: Harper, 2019), p. 7

decode words and sentence. they spent many times for translating words and sentence in text so they are thinks this is boring activity.

In order to minimize the problem, the researcher assume that factors should be taken for some strategy in teaching reading and an approach reading comprehension to motivate students. So, the teacher should be able to apply a certain strategy and approach to improve students reading comprehension and to make them enjoy in the teaching leaning activities. Based on reason above the researcher take this title to make reading easier to learn for students.

One of strategies that can be used to help students' problem in reading comprehension in descriptive text is SCAIT (Select, Complete, Accept, Infer, and Think) Strategy. According to Wiesendanger & Bader, this strategy helps students select important information in the text related to the lesson's objectives and enables them to develop higher-level thinking skills. SCAIT allows the reader to interact with the material, proceeding from the literal to the interpretive and then back to the literal.⁶

There were some researcher that used SCAIT strategy. First "The Effectiveness of Using SCAIT (Select, Complete, Accept, Infer, and Think) Strategy on Students' Reading Comprehension at the seventh Grade State Junior High School 2 Wates Kulon Progo" conducted by Maharani shows there is

⁶ D. Katherine Wisendanger, *Strategies for Literacy Education*. (Ohio: Merrill Prentice Hall, 2012). p. 190

significant improvement of the students' ability in learning comprehension using SCAIT strategy.⁷

Furthermore, the second previous conducted by Nurhayati entitled "The Improvement of Reading English Through SCAIT (Select, Complete, Accept, Infer, and Think) at Seventh Grade State Junior High School Depok Sleman Yogyakarta. The result shows that SCAIT strategy had given a better effect to Students' Reading Comprehension at the First Year of Junior High School 2 Depok."⁸

Third, Ariska conducted research in State Junior High School 18 Pekanbaru which entitled "The Effect of Using SCAIT (Select, Complete, Accept, Infer, and Think) Strategy on Students' Reading Comprehension in Narrative Text at the Eight Grade of State Junior High School 18 Pekanbaru." The result showed that the Strategy has given a better effect on the students' reading comprehension in narrative text. It means that the used of (Select, Complete, Accept, Infer, and Think) Strategy was better.⁹

⁷⁷ Siwi Maharani, *Keefektifan Penggunaan Strategi SCAIT (Select, Complete, Accept, Infer, and Think) dalam Pembelajaran Membaca Pemahaman kelas VIII SMP Negeri 2 Wates Kabupaten Kulon Progo*, (Yogyakarta: Universitas Negeri Yogyakarta, 2013)

⁸ Rosiani Ika Nurhayati, *Peningkatan Keterampilan Memproduksi Laporan Teks Observasi Menggunakan Strategi SCAIT (Select, Complete, Accept, Infer, and Think) pada Siswa Kelas VII C SMPN 2 Depok Sleman Yogyakarta*, (Yogyakarta: Univeritas Negeri Yogyakarta, 2014)

⁹ Riski Ariska, *The Effect of Using SCAIT (Select, Complete, Accept, Infer, and Think) Strategy on Students' Reading Comprehension in Narrative Text at the Eight Grade of State Junior High School 18 Pekanbaru*, (Riau: State Islamic University Sultan Syarif Kasim Of Riau Pekanbaru, 2017)

B. Identification of the Problem

Concerning the students' reading comprehension, there are many aspects that can be investigated, such as:

1. Students are low in reading comprehension.
2. Students reading score was still low under KKM.

C. Limitation of the Problem

Based on the background and the identification of the problem above, the researcher will focus this research on the influence of using SCAIT (Select, Complete, Accept, Infer, and Think) strategy in teaching reading comprehension in descriptive text is conduct for eight grade students of SMPN 3 Bunga Mayang in academic year 2021-2022.

D. Formulation of the Problem

Based on the background of the problem above, the formulation of the problem is:

Is there a significant influence of using SCAIT strategy towards students reading comprehension in descriptive text at eighth grade of SMPN 3 Bunga Mayang in the academic year 2021-2022?

E. Objective of The Problem

Based on the formulation of the problem above, the objective of this research will be find out whether there is a significant influence of using SCAIT strategy towards students reading comprehension in descriptive text.

F. Significance of the Research

1. Theoritically

For the theoretical contribution, the result of this research is expect to support the previous theories about the influence of using SCAIT (Select, Complete, Accept, Infer, and Think) strategy towards students' reading comprehension in descriptive text.

2. Practically

For practical contribution, the result of this research is expect that :

- a. For the teacher of SMPN 3 Bunga Mayang, by implementing in this strategy is expect to be able to increase their knowledge and become more creative in learning reading in the classroom also can enrich the theory and method in teaching reading comprehension.
- b. For the student, the result of this research is expect to improve their reading comprehension, make them bravery to ask question, to show their argument, and to build their thinking skills.
- c. For the researcher, this research can be as reference for the other researcher in using SCAIT (Select, Complete, Accept, Infer, and Think) strategy to improve students' reading comprehension in descriptive text.

G. Scope of the Research

1. Subject of the research

The subject of the research was students' reading comprehension at the second semester of the eighth grade of SMP N 3 Bunga Mayang in the academic year 2021/2022.

2. Object of the research

Object of the research students' reading comprehension at the second semester of the eighth grade of SMP N 3 Bunga Mayang in the academic year 2021/2022.

3. Place of the research

The research is conducted at SMP N 3 Bunga Mayang it is located in Northern Lampung

4. Time of the research

The research is conducted at second semester in the academic year 2021/2022.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

1. Definition of Reading

Reading is an active process in which the reader interacts with text and constructs meaning, for example, in making sense of unfamiliar words by relating them to existing schema and background knowledge.¹⁰ It means that reading can be interpreted as a key knowledge that can provide a broad source of knowledge that everyone must have in language skills in obtaining an idea from a text in written form.

Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.¹¹ It that means the reader tries to be able to understand and get ideas from a text. So that the reader can get the message or meaning from the writer. Reading is said to give learners the opportunity to feel a part of a community of readers and to appreciate the enjoyment of fluent reading.

In conclusions effective reading strategies are considered as significant skills that have received the special focus on students reading comprehension proficiency. By reading we know what the researcher wants to share to us. And

¹⁰ Wolley, Grey, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science + Business Media B.V, 2011), p. 41

¹¹ Donna M. Seanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficultie* (London: The Guilford Press, 2010), p. 9

reading is very important for our daily activity because after reading we can get information and get more knowledge in the text.

2. Types of Reading

There are two types of reading that are usually applied in reading class, extensive and intensive reading.

a. Intensive Reading

Intensive study of reading text can be meant of increasing learners' knowledge of language features and their control of reading technique. The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners.¹² It means that intensive reading is reading with accuracy to comprehend the text. It can be done with learners and teachers. Intensive reading usually involves translation and comprehension of the text. In other words, intensive reading uses translation to comprehend the text. Using translation to active that the learners understand about the text, it can make the process of comprehend easier. Intensive work on reading text can focus on aspects such as comprehension, regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies.¹³

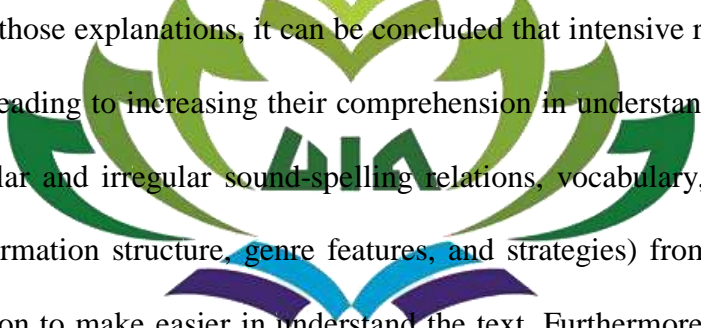
b. Extensive Reading

Extensive reading is a form of learning from meaning – focused input. During extensive reading learners should be interested in what they are

¹² I.S.P Nation and Rob Waring “*Teaching Extensive Reading in Another Language* ” (New York: Routledge, 2019) p. 25

¹³ *Ibid*, p. 27

reading.¹⁴ It means that extensive reading is learning process with accuracy. While reading the text, the learners should be engaged with the text and focus with the text which they read. The reader also should pay attention to get the meaning of the text. According to extensive reading involves each learner independently and silently reading lots of material which is at the right level for them.¹⁵



Based on those explanations, it can be concluded that intensive reading is a technique of reading to increasing their comprehension in understand language features (regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies) from a text by using translation to make easier in understand the text. Furthermore, extensive reading is a process of reading text with accuracy. The reader should choose a text that they interested in it, so they must focus just in the text to get the meaning and comprehend the text well. In other word, in extensive reading, the reader has to choose an interesting text.

¹⁴ *Ibid*, p. 59

¹⁵ I.S.P Nation and Rob Waring “*Teaching Extensive Reading in Another Language* ” (New York: Routledge, 2019) p. 4

B. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension have revealed that reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction.¹⁶ Students need to know how to learn from reading in order to be able to enter the present literate society and have a successful communication. Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response.

The most important is comprehension. According to Gary Woolley, comprehension involves the interaction of a wide range of cognitive skills and processes there are many occasions where difficulties arise that may lead to comprehension failure.¹⁷ It means that comprehension is process that involves cognitive abilities and processes that cause difficulties. So the importance of strategy in comprehension so that we can understand the text. It is way in which someone interprets the text.

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text

¹⁶Pezhmanzare, Moomala Othman, “ The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners”. *International Journal of Humanities and Social Science*, Vol. 3 No. 13 (July 2013), p. 187. Available on : http://www.ijhssnet.com/journals/Vol_3_No_13_July_2013/22.pdf. Accessed on : Sunday, 03 October, 2021.

¹⁷ Woolley, Gary, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Spinger Science + Business Media B. V, 2011), P. 16-17

rather than to obtain meaning from isolated words or sentences.¹⁸ It means reading comprehension is process to understanding of what describe and making meaning from the text.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.¹⁹ It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question form. Based on language assessment theory by Brown, especially in reading there are some criteria that are commonly used in measuring students' reading comprehension, they are:

- 1) Main idea (topic)
- 2) Expression
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for specifically stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting idea
- 8) Vocabulary in context.²⁰



It can be inferred that reading comprehension means the students must read the text and interact the printed on written symbols with his cognitive skill and his knowledge of the world. It means that reading is not simply making sound of

¹⁸ Ibid. P. 15

¹⁹ H. Douglas Brown, *Teaching By Principle, an Interactive Approach to Language Pedagogy 4th Edition*, (San Fransisco: San Fransisco Pearson Education ESL, 2015), p. 306

²⁰ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices 3rd Edition* (San Fransisco: Pearson Education ESL, 2019), p. 215

the text, but it is about comprehending the idea of the text itself. In other words, it can be stated that there is no reading comprehension. In the process of reading comprehension the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

2. Concept of Teaching Reading

According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²¹ By this definition teaching enabling the learner to learn, it means that teaching English is used by the teacher given their knowledge about English to their students, their students can understand and are expected to master English. Therefore, teaching is not only given knowledge, but for this teacher as a main idea in educating is expected to use wisely the teacher teaches them and gives knowledge about English for students in the class. So, using technique, method or strategy based on the needs of students in teaching English is very important. In teaching English, the teacher also teaches four skills in English, they are reading, speaking, listening and writing. These skills are related one to another. Reading is a crucial skill for students. But by reading activities the student can get information that is needed. By reading we know what the writer wants to share with us. We can get more knowledge by reading.

Teaching reading not only teaches reading but more than that. Teaching reading is not only to train the students to understand the text given, but also

²¹ *Ibid*, p.206

comprehend the entire contents of the text.²² It means eventually teaching reading is targeted at helping language learning to increasing reading comprehension.

Moreover, in teaching reading, the teacher has to pay attention to some principles of teaching and developing reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are as follows:

1. Determine the profile of the learners.
2. Determine clear objectives of the reading classroom.
3. Recognize the role of the teachers and the students in the classroom.
4. Use different reading strategies and techniques.
5. Use authentic and variety materials.²³

Based on the explanation above, it can be concluded that in the process of teaching and developing reading, teachers must know the steps of teaching reading by getting to know their students more closely and using authentic material and different strategies to get good results.

Teaching reading is not a passive activity. Students have to enjoy the reading process. So, The teacher must pay attention how to increase reading text in classroom because teaching reading needs more than only reading the text. In teaching reading, the teacher should be plan as a part of a lesson. The

²² Syofnidah Ifrianti, *Increasing Students' Reading Comprehension by Using Jigsaw Technique*, English Education, Jurnal Tadris Bahasa Inggris (Lampung:English Education, 2013) p. 145

²³ Nani Hizriani, *Main Principles for Developing Reading Skills in ESL/FL Classroom*, Linguistics Literature English Teaching Vol. 4 no. 1, 2014, p. 1-5 Available at: (<https://jurnal.uin-antasari.ac.id/index.php/let/article/view/1398>). Accessed on 03 October 2021

contemporary reading task, unlike the traditional materials, involves three phase: pre-, while, and post- reading stages.

- 1) Pre-reading, it helps in activating the relevant schema, for example, teacher can ask the students question that arose their interest and activate the students background knowledge while previewing the text.
- 2) While-reading the aim of while reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge.
- 3) Post-reading, it can be varied, encompassing any follow up exploitation of what has been read.²⁴

It means that in teaching reading, the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the stages that can be used in teaching reading are pre-reading, while reading, and post-reading.

In another hand, those explanations conclude that in the learning process, student must enjoy during the reading process. So that students can understand a given topic because through reading students can gain knowledge and lots of information. As a teacher must pay attention to how to improve understanding in reading texts because teaching reading requires more than just reading a text.

²⁴ Keit Johnson, *An Introduction to Foreign Language Learning and Teaching*, (New York: Routledge, 2013), p. 149

3. Testing of Reading Comprehension

Reading comprehension test are supposed to measure reading comprehension. Comprehension test can use a variety a question forms and can have a variety of focuses. Based on nation, there are question form can use testing reading comprehension, such as: pronominal question, yes/no question, true/false question, multiple choice question, cloze test, sentence completion, incomplete information, diagrams, vocabulary test, matching sentence, etc.²⁵ Furthermore Brown makes available question forms that can be used in reading comprehensions as follows:

- 1) Multiple-choice, such as: multiple-choice vocabulary, contextualized, multiple-choice vocabulary/grammar, multiple-choice cloze vocabulary/grammar, same/different, circle the answer, true/false, etc.
- 2) Matching task
- 3) Picture-cued items, such as: picture-cued word identification, picture-cued sentences identification, picture-cued true/false identification, pictured-cued matching word identification.
- 4) Picture-cued task, such as: multiple choice, picture-cued respond, diagram labeling task
- 5) Editing task
- 6) Gap filling task
- 7) Cloze task

²⁵ I.S.P Nation and Rob Waring “*Teaching Extensive Reading in Another Language* ” (New York: Routledge, 2019) p. 25

8) Short-answer task.²⁶

In short, in testing reading comprehension the teacher should provide question forms which appropriate with goals of students reading comprehension, the teacher also should provide reading strategy to his/her students, especially reading in ordering to arouse the students inters and background knowledge to make the students comprehension the task easier. In this research, researcher will use multiple-choice test for the instrument.

C. Concept of Text

1. Definition of Text

The text is a meaningful linguistic unit in a context, it is both a spoken text.²⁷ It means that the linguistic has a neat structure so that it refers to any meaningful pronunciation or writing that the reader must have.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and following grammatical rules writers can encode a full semantic representation of their intended meaning.²⁸ It mean that the written give the structure of the text likes grammatical of words, clauses and sentence to communication in the text.

²⁶ H. Douglas Brown, *Language Assessment*.....p. 191.

²⁷ Ningtyas O.A., Lilis Suryani, Instan Satriani. *Intermediate Structure*. (Yogyakarta: Deepublish. 2018) p. 1

²⁸ Ken Hyland, *Teaching and Researching Writing*, third edition (New York: Routledge, 2016), p. 8.

2. Kind of Text

According to Gerot and Wignet classify the kind of text into thirteen types such as :

1) Spoof

Spoof is a text to retell an event with a humorous twist.

2) Recount

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

3) Reports

Reports is a text to describe the way things are with reference to arrange of natural, made and social phenomena in our environment.

4) Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

5) News Item

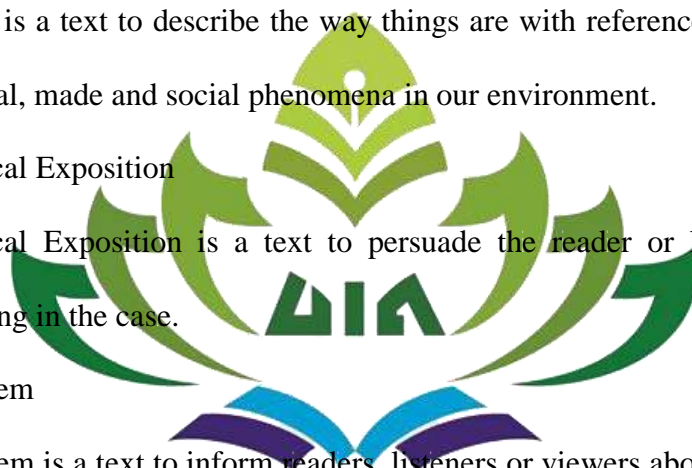
News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6) Anecdote

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

7) Narrative

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



8) Procedure

Procedure text is a text to describe how something is accomplished through a sequence of action or steps.

9) Descriptive

Descriptive text is a text to describe a particular person, place, or thing.

10) Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11) Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio-cultural phenomena.

12) Discussion

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

13) Review

Review text is a text to critique an art work or event for a public audience.²⁹

²⁹ Ningtyas O.A., Lilis Suryani, Instan Satriani. *Intermediate Structure*. (Yogyakarta: Deepublish. 2018) p. 2

D. Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is one kind of genres of text. Descriptive text is a type of texts in which its social function to describe a particular person, place, or thing.³⁰

Descriptive text is a text containing two components identification and description by which describe animals, people, or others.³¹ This means that descriptive text can be used to describe animals, people, or others. Thus, it helps the reader can imagine what the text about. Descriptive text gives a description from the living or nonliving things to the reader. So, the descriptive text tells about objects that are alive or not.

From this explanation, the researcher concluded that descriptive text is a text that describes something and can incorporate the reader's imagination towards the text. So descriptive text can be used to describe animal, people or object. The descriptive text also has a social function that is describing a particular person, person or thing.

2. Generic Structure of Descriptive Text

The generic structure of descriptive text, they are:

1) Identification

Part of text which introduces a particular thing.

2) Description

³⁰ Nur Rohmat and Irma Savitri Sadikin, The Impact of Peer Response On Efl Learners' Writing Descriptive Text, Indonesian EFL Journal (IEFLJ) Vol. 5, Vol. 1, 2019 Available at: (<https://journal.uniku.ac.id>). Accessed on 03 October 2021

³¹ Ningtyas O.A, *Op. Cit* p. 10

Part of text which describes a particular thing.³²

Based on that statement, the descriptive text contains identification and description. From the generic structure above the identification explains about the object while description describes the parts and characteristics such as physical appearance or habitual behavior.

3. Language Features of Descriptive Text

There are three languages in descriptive text. They are: Using simple present tense, using adjectives, and using of has or have.³³ However, according to Nur and Irma in journal, they explain that formulated several language features of descriptive text, they are :

- 1) Descriptive text focuses on specific participants. The participants can be a character, animal, or any other particular things.

E.g: my house, Borobudur temple, Losari beach, etc.

- 2) Simple present tense is predominantly used.

E.g: she has long brown hair.

- 3) Action verbs are used to describe behavior.

E.g: run, sleep, walk, cut, etc.

- 4) Adjectives are used to add extra information to nouns and may be technical, every day or literary, depending on the text.

E.g: a beautiful beach, a handsome man, a famous place, etc.

In another hand, those explanations conclude that in language features in a descriptive text are use specific participant, use the simple present tense, used in action verbs, use of an adjective.

³² Nur Rohmat and Irma Savitri Sadikin, The Impact of Peer Response ...

³³ Descriptive Text: Generic Structure and Language Features” (On-line), Adapted from : <http://latelitepost.blogspot.com> (Accessed on 03 October 2021)

4. Example of Descriptive Text

<p>The Bag</p> <p>When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.</p> <p>The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.</p> <p>The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag</p>	<p>Identification</p> <p>Description</p>
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Figure 1 : Example of Descriptive Text

Source : <https://www.englishindo.com/2019/01/koleksi-contoh-descriptive-text.html>

E. Concept of Reading Comprehension in Descriptive Text

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.

Descriptive text is text which is intended to describe a particular person, place or thing.³⁴ It means that descriptive text is a text which says what a thing, animal or a person is like. Its purpose is to describe and reveal a particular thing, person, or place.

³⁴ Juanita Siahaan, *An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts*, (Journal of English and Education, 2013), p.115

Reading descriptive text could improve students' reading comprehension. Students could improve their reading comprehension in understanding the identification and description, of descriptive text. Based on Brown's theory, especially in reading, there are some criteria are commonly used in measuring students reading comprehension ability, they are:

- 1) Main idea (topic).
- 2) Expressions/idioms/phrases in context.
- 3) Inference (implied detail).
- 4) Grammatical features.
- 5) Detail (scanning for a specifically stated detail).
- 6) Excluding facts not written (unstated details).
- 7) Supporting idea.
- 8) Vocabulary in context.³⁵

Based on the explanation above the researcher concludes that reading comprehension on descriptive text is the ability to get meaning of the text in descriptive to describe and reveal a particular person, place, or thing and comprehend the text in order that the students are able to answer the questions and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

F. Concept of SCAIT Strategy

1. Definition of SCAIT Strategy

Strategy is a plan chosen to bring about desire future, such as achievement of a goal or solution to a problem. SCAIT strategy consists of Select, Complete,

³⁵ H. Douglas Brown, *Language Assessment Principles*..... p. 206

Accept, Infer, and Think. In this strategy students choose keywords, complete sentences, receive statements, draw conclusions, and think to get a general idea.

According to Wiesendanger & Bader, this strategy helps students select important information in the text related to the lesson's objectives and enables them to develop higher-level thinking skills. SCAIT allows the reader to interact with the material, proceeding from the literal to the interpretive and then back to the literal.³⁶ This strategy is appropriate for use in reading learning and has several advantages.

2. Procedure of using SCAIT (Select, Complete, Accept, Infer, Think) Strategy to students reading comprehension

Using select, complete, accept, infer, think (SCAIF) is able to elaborate by following explanation :

Procedure by Weisendanger and Bader :

- 1) Give the students text
- 2) Ask the students to perform reading silently.
- 3) Ask the students to write keywords that correspond to the learning objectives.
- 4) Ask the students' to markeach keyword is found in the passage. This step is step S (select).
- 5) Ask the students to provide pieces of paper to students, to write one sentence on each piece of paper by using keywords that have been

³⁶D. Katherine Wisendanger, *Strategies for Literacy Education*. (Ohio: Merrill Prentice Hall, 2012). p. 190

marked in the reading.

- 6) In this step, students need to describe and explain every sentence in the pieces of paper before doing group work. This is the second step C (complete).
- 7) Ask the students to make a group work 3-5 persons to determine the accuracy of the statement of member group, to verify statements by using readings, eliminate exaggeration, and eliminates statement not relevant to the learning objectives. The next step is steps A (accept).
- 8) Ask the students to draw conclusions from the text.
- 9) Then students do working groups to consider each statement and draw conclusions. This is the I (Infer) steps.
- 10) Ask to each group to present the conclusions that have been discussed, while the other group to respond to the conclusions submitted.
- 11) After all the groups convey their conclusions, they leave statements agree or disagree on the conclusions that have been submitted. This is the last steps T (think).³⁷

Another procedure in teaching reading comprehension by using SCAIT strategy that is :

1. S = Select, start when the teacher ordered students to perform reading silently and write keywords that correspond to the learning objectives.
2. C = Complete the sentence. Teachers provide pieces paper to students to write one sentence on each piece of paper using keywords that have

³⁷ *Ibid.*, p. 91

been marked in the reading

3. A = Accept the statement and select statement that do not relevant. Students make a group work 3-5 persons to determine the accuracy of the statement of member group, to verify statements by using readings, eliminate exaggeration, and eliminates statement not relevant to the learning objectives.
4. I = Infer is to draw conclusion. Students do working groups to consider each statement and draw conclusions from the text.
5. T = Think is thinking. Teachers asks to each group to present the conclusions that have been discussed, while the other group to respond to the conclusions submitted.³⁸

It can be concluded that according to Riski Ariska there are five procedures in applying this strategy while according to Weisandager and Bader there are eleven procedures. And from this procedure the reader can find out whether the SCAIT strategy will help students to make connections between the text and their words to enable them to communicate their understanding of the text.

Based on two sources of procedure of SCAIT, the researcher can conclude the own procedure. There are five-steps:

1. **S** – Select the keywords

Students read silently and write keywords.

³⁸ Riski Ariska, *The Effect of Using SCAIT (Select, Complete, Accept, Infer, and Think) Strategy on students' Reading Comprehension in Narrative text at The Eight Grade of State Junior High School 18 Pekanbaru*, A thesis of S1 Degree English Education of State Islamic University of Sulthan Syarif Kasim Riau, 2017. Available on : <http://repository.uin-suska.ac.id> accessed on : 03 October 2021.

2. **C** – Complete the sentences

Students write down the keywords that have been marked in the column of paper that has been provided.

3. **A** – Accept the statement and determine statement that do not relevant

Students make a group work 3-5 persons to determine the accuracy of the statement of member group.

4. **I** – Infer the results of the discussion

Students do working groups to consider each statement and draw conclusions from the text.

5. **T** – Think is thinking

Students is present the conclusions that have been discussed, while the other group to respond to the conclusions submitted.



The Simple of SCAIT strategy step:

S Select the keywords	C Complete the sentences
A Accept the statement	I Infer the results
T Thinking	

3. Advantages of SCAIT Strategy

SCAIT Strategy has advantages in teaching learning process. This strategy gives advantages in reading comprehension. advantage of SCAIT strategy:

1. SCAIT strategy helps students to understand the meaning of words
2. SCAIT strategy helps students to more active in the learning process
3. Students can become more creative in interpreting words, conveying arguments, and making conclusions.
4. This strategy can lead students to get a better result in a reading test and certainly have a better reading comprehension.³⁹

Based on the explanation above, the advantage of SCAIT strategy is developing reading comprehension and make students more creative in interpreting words, conveying arguments, making conclusion and get better result in a reading test

4. Disadvantages of SCAIT Strategy

SCAIT strategy has disadvantages in teaching learning reading comprehension. According to Septarini's journal, the disadvantage of SCAIT Strategy :

1. This strategy was time-consuming because it had several stages that should be done by the students in reading. So, it would rather difficult for students who have difficulties in reading
2. Using this strategy in some stages, the students may get difficulties in doing the step of SCAIT strategy.⁴⁰

³⁹ Rosdiana, *Peningkatan Pemahaman Bacaan Bahasa Inggris Menggunakan Strategi SCAIT (Select, Complete, Accept, Infer and Think) pada Siswa Kelas X SMK N Depok, Seminar Nasional dan Diskusi Panel Multidisiplin Hasil Penelitian* (Jakarta : Universitas Indraprasta PGRI, 2018I) p. 162 available on : <http://proceeding.unindra.ac.id> Accessed on : 03 October 2021

⁴⁰ *Ibid...* p.163

G. Concept of Read Aloud Strategy

1. Definition of Read Aloud Strategy

Reading aloud is related with a range of literacy skills and cognitive benefits.⁴¹ It means that reading aloud is useful activity for the reader and the listener in the listening the text and can increase the comprehension in the reading. Reading aloud is an activity and a tool for the teachers, students and the readers, when they read.

Reading aloud is an activity to read something loudly. It means that reading aloud is reading text with aloud and the other people around us can listen what we read. In teaching by using read aloud, students read the text individually.

Based on those theories. It can be concluded that reading aloud is an activity and a tool for the teachers, students and the readers, when they read. Where, when we read the text the other people around us can listen what we read. In the other hand, reading aloud enables learner to depelove the skill of reading very well by speaking or expressing ideas, makes reading very enjoyable, improve listening skill, enriches vocabulary, improve reading comprehension, and the important is growing interest in reading to the student

⁴¹ Susan Ledger, Margaret K Merga, *Read Aloud: Children's attitudes Toward being Read to at home and at School*, (Australian Journal of Teacher Education) Vol (43), (Murdoch University, March 2018), p. 125 available on : <https://ro.ecu.edu.au/ajte> Accessed on : Sunday, 03 October 2021

2. Procedure of Read Aloud Strategy

According to Teacher safe schools and Kailani in Alsheri, there are some steps in teaching and learning using reading aloud, specifically:

- a. The teacher should choose a story or a book that will be interesting to the students.
- b. The teacher should pre-read the story/book and highlight the words that are key to understanding the story/book.
- c. The teacher should relate the story/book to the students' previous knowledge by asking them some questions pertaining to the story/book.
- d. The student should read the story/book once without interruption
- e. The teacher should read the text more than once because reading the same text several times will help the students comprehend.
- f. After the first uninterrupted reading, the student can interrupt the reading to get an explanation of the words.
- g. The teacher should ask some question to assess the students' comprehension, while the reader is reading the story/book.
- h. At the end of the class, the teacher will ask the students to do reflective discussions about the story book
- i. The teacher will assess the students' understanding of the new words by asking them some questions about the meaning of the new words.⁴²

⁴² Mohammad Alsheri, *Improving Reading Comprehension for Saudi Students by Using The Reading Aloud Strategy*, (State University of New York at Fredonia: Dec. 2014), p. 11

3. Advantages of Read Aloud Strategy

Every strategy has its advantages one of the strategies in the teaching reading is reading aloud that advantages for improving the ability of students.

Reading aloud has five functions or advantages in teaching reading.

- a. Practice pronunciation
- b. Improve oral english
- c. Get deeper understanding
- d. Strengthen the knowledge
- e. Improve the classroom atmosphere⁴³

Based on the explanation above, the advantage of Read aloud strategy is depeloving reading comprehension and make students get deeper understanding of reading comprehension.

4. Disadvantages of Read Aloud Strategy

There are also disadvantage in reading aloud strategy, such as:

- a. Students can't understand the content when they read aloud
- b. The activity is done by one student. The other students are passively listening
- c. It is a huge waste of precious time

H. Frame of Thinking

Learning process is the main activity in the school. There is interaction between teacher and students and valuable educative. Teaching and learning process is done and guided to reach the maximal result, the teacher must be

⁴³ *Ibid*, p. 12

able to design the learning model based on the material subject and to practice the students' thinking.

Comprehend the reading text is something that hardly to do, moreover reading comprehension of English text Many students find difficulties to catch main idea when they read the long text, so they took long time to comprehend the text especially in reading section. By using SCAIT Strategy the students be more active an creative.

Based on the frame of theories above, the researcher concludes that an English teacher must have appreciate strategies to teach english. It can motivate the students in learning english. In this case the teacher can help the students by using SCAIT strategy towards students reading comprehension Therefore, in order to archieve the aims of teaching english, especially in reading comprehension, the researcher assumes that using SCAIT strategy give significant influence in conversion reading comprehension.

I. Hypothesis

Based on the frame of thinking above, the researcher would like to propose the hypothesis as follows:

Ha : there is a significant influence of using SCAIT Strategy towards students' reading comprehension at the eighth grade of SMP N 3 Bunga Mayang in 2021/2022 academic year.

Ho : there is no significant influence of using SCAIT Strategy towards students' reading comprehension at the eighth grade of SMP N 3 Bunga Mayang in 2021/2022 academic year.

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