CHAPTER I

INTRODUCTION

This chapter presents seven topics dealing with the introduction those are background of the research, research problems, objectives of the research, research hypotheses, significance of the research, scope and limitation of the research and definition of key terms.

A. Background of the Research

English is the language most widely used in the world today. Even people from different countries when it meets, English is the language most often they use. English is very helpful in many ways, one of which related to education. Besides that English is very influential in the world of education. According to the Basic Curricular B. E. 2544 in Wahida (2013:1) English is assigned as the first compulsory foreign language in school. In Indonesia English has become one of the subjects that have been taught from elementary school to university.

English is taught in schools as one of the subjects that must be followed. Learning English in school is important to developing students' skills in oral or written. With learning English students can develop their ability in both academia and equipped to competence on a global scale. Students can introduce to the language and culture of other nations which it can increase students' knowledge of the things they don't know before by learning English. To learn English

students must master the four basic skills that can encourage students to success in learning English.

Most people think that people who can speak English means mastery in English, but it is not enough to prove that the person mastery in English. To success in learning English must master four basic skills that are listening, speaking, reading, and writing. As an English learner students must master these four skills. In learning English is not spared from the reading skill which in the English reading was more emphasis on comprehension rather than reading only. In activity of reading English text students must master the meaning of the words that exist and also content of the text. Therefore students need to master in reading comprehension.

Reading skill is basic skill of students' to mastery in language learning. Students may not find difficulties when reading text in Indonesia, but what happens to the students the other way when they read text in English. They have felt difficulty to comprehend it. There are many techniques that can be used in reading comprehension, but they are not accustomed to using certain techniques to improve their reading comprehension. When they were reading, they just do as always they do before. When they come in reading activity, the teacher only asks the students to read the text and answer the provided question in the book. As a result, the students tend to have poor reading skill. Then their problems appear in reading because of several factors: (1) Students are not motivated to read, because the teaching technique is boring or the text too hard to understand, (2) when they comprehend the text, they must comprehend every words in the text because they

don't understand about the meaning, so they keep looking up the words in a dictionary to find out the meaning of the words, (3) they have very limited technique and strategies in reading.

Reading is one of four skills that must be mastered by students in learning English. We can transfer and develop science, technology, and culture by reading. To make reading meaningful, students must improve their reading comprehension. Based on Cahyono et al. (2011:49) reading comprehension is an activity aimed to understand the messages of a particular text. Whereas, Grellet (2010:3) defined reading comprehension as "Understanding a written text means extracting the required information from it as efficiently as possible". In the teaching reading teachers facilitate students with appropriate technique in reading to develop their skill. With the appropriate technique in reading comprehension, it can encourage student mastery in English.

In the teaching reading there are some techniques that are typically used like as predicting, previewing, skimming, scanning, etc. Each technique has a different function when used to improve students' skill in reading. Nunan (1999:249) said that success in teaching depends on many factors, one of them is teaching method or strategy. Scanning is one of the techniques most often used in teaching reading. Scanning is a way to find some particular information by looking at the text. According to Brown (2001:308) said that scanning is a quickly searching for some particular piece of information in a text. Using this technique the students do not read the whole text, but only the important points in the text. Grellet (2010:19) stated the students are therefore asked to solve a specific

problem as quickly as possible – which is only possible by means of scanning. Using scanning as a technique for reading can overcome the weakness of students in reading English text. It proved by the result of some research. Permadi (2008) found that using scanning is effective to answer questions without reading the whole text. They only need to find the specific information needed. Furtheremore, Aeny (2009) found that there is a correlation between students' reading strategies and their achievement in reading comprehension. The students easy to apply this technique and also using scanning can minimize comprehend the words in the text based on the meaning in dictionary. With the important points found by using scanning, they can comprehend the information of text they have read. Therefore scanning is very useful to help students improve their reading comprehension.

Scanning technique is suitable with material like announcement, advertisement, schedule, etc. These materials are stated as English material on first grade students of junior high school. Based on result of the research above, the researcher in this study categorized scanning as one of the reading strategies applied in the reading classroom activities. Based on the background above, the researcher wants to investigate the effectiveness of scanning technique in reading comprehension of first graders at SMPN 1 Besuki.

B. Research Problems

On the basis of the background, the research questions are formulated as follows:

1. How is the students' achievement in reading comprehension before being taught using scanning technique?

2. How is the students' achievement in reading comprehension after being taught using scanning technique?

3. Is there any significant effect of scanning technique toward reading comprehension?

C. Objectives of the Research

Based on the research problems, the research objectives are formulated as follows:

1. To know the students' achievement in reading comprehension before being taught using scanning technique.

2. To know the students' achievement in reading comprehension after being taught using scanning technique.

3. To know whether there is any significant effect of scanning technique toward reading comprehension.

D. Research Hypotheses

This research is to answer the questions about whether yes or not the use of scanning technique is effective to increase students' achievement. The research should propose null hypothesis (H_o) and alternative hypothesis (H_a) as bellow:

1. Null Hypothesis (H_o)

H_o: $\mu_1=\mu_2$. There is no significant difference between the students' achievement before being taught using scanning technique and after being taught using scanning technique.

2. Alternative Hypothesis (H_a)

H_a: $\mu_1\neq\mu_2$. There is significant difference between the students' achievement before being taught using scanning technique and after being taught using scanning technique.

E. Significance of the Research

The researcher hopes that the result of this research will give contribute to:

1. The students

This research gives students information about easiest technique to increase their reading comprehension. The result of this research will help students to solve their problem in reading comprehension.

2. The teacher

It is an alternative technique in teaching reading comprehension. Using this technique the teacher can develop their teaching method to be more interesting and enjoyable.

3. The other researchers

This research can be used as reference for developing teaching strategy especially in reading with different level of students.

F. Scope and Limitation of the Research

There are a lot of technique used in teach reading, like as skimming, scanning, outlining, questioning, etc. The scope of this research is about using scanning technique on the students reading comprehension. The limitation of this research is VII F class of SMPN 1 Besuki. This research is focused on implementing scanning technique. The English material is covered many texts. The researcher had chosen the materials that measured with applied scanning technique that is short functional text. With the reason that short functional text in the form of announcement is suitable in apply scanning technique. Therefore it will increase students' motivation and achievement in reading class.

G. Definition of key terms

1. Students achievement

   Achievement obtained from the student's ability to doing questions that exist as a measure of the success of learning. We can find out how students' ability to master the material given in learning by achievement.

2. Reading comprehension

   Grellet (2010) stated that "Understanding a written text means extracting the required information from it as efficiently as possible". Reading comprehension is an act of understanding what we are reading.

3. Scanning technique

   Scanning is reading quickly to find specific information. According to Brown (2001:308) said that scanning is a quickly searching for some

particular piece of information in a text. This technique helps to look only for a specific fact or piece of information without reading everything. Scanning also allows to find detail and other information in a hurry.