CHAPTER I

INTRODUCTION

This chapter presents the foundation and general outline of the study which consists of the background of the study, the research questions, aim of the study, scope of the study, the significance of the study, research methodology, the data source, the data collection and data analysis, the clarification of terms, and the organization of the paper.

1.1 Background

Nowadays, reading is used as an evaluation tool. However, students regard it as a difficult skill. Dechant (1977, p.21) states that "reading is not an easy skill to be mastered". It is a complex process that requires skill of the reader. Many students find the difficulties when they read, especially when they read the text and have to answer the questions. Based on School Based Curicullum (Kurikulum Tingkat Satuan Pendidikan) of Junior High School, the standard competency is English students are expected to master four language skills namely listening, speaking, reading, and writing and also to have communicative competence in using it. Having communicative competence means students have competencies in understanding and producing discourse in spoken and written under meaningful context which is influenced by situation and culture.

Besides that, the basic competence of reading skill which is mentioned in School Based Curriculum of Junior High School for the ninth grade students is to comprehend the meaning of written functional text and short essay in the forms of procedure and report to interact in daily life context. In addition, the achievement indicator that students must gain is being competent in the subreading skill, including understanding main idea, specific information, word meaning and textual reference of the text.

However, the difficulties that many students find in reading activity are to understand and to interpret the meaning of words or symbols in a text. Moreover,

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in acquiring the meaning of a written message, many students come across several difficulties because they have to go through a certain process of puzzle-solving (Brown, 2001, p.299). Other difficulties also can be encountered by students from teachers, curriculum, government policy, textbooks, techniques, etc (Bond *et al*, 1994). These facts of students' problems in comprehending reading text become the problems which are encountered by ninth grade students of a junior high school in Bandung. In most cases, the reading class is boring for them because the English teacher just involves tasks in the textbook, read the text, and answer the questions based on the text in teaching reading.

In addition, Wiryodijoyo (1989) states that the national examination in English subject put a large emphasis on reading aspect, and this situation will assure students who cannot read or comprehend the text and answer the question in the examination to face tremendeous difficulties.

Based on those problems, according to Anderson (2008), to make students become active and get involved in reading activities, it is necessary to teach them the various reading strategies because reading with various strategies would make students become critical and creative. Teachers should provide the strategies in teaching reading to help students to understand the text. Reading strategies can be defined as "plans for solving problems encountered in constructing meaning" (Richard & Renandya, 2002). A reading strategy that can be used by the teacher to make students easy to read and to answer the questions is using scanning technique. The technique is needed not only to overcome students' difficulties, but also to improve students' reading comprehension. Scanning is quickly searching for some particular piece of information in the text (Grellet, 1989). The purpose of scanning is extract specific information without reading through the whole text (Brown, 2001, p.308). That technique is used to find the answer of the questions in the reading exercise. Scanning exercise may ask students to look for names or dates, to find definition of a key concept, or to list certain number of supporting details (Brown, 2001, p.308).

Considering the background of the research above, the present study investigates the use of scanning technique in improving students' reading

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comprehension and to find out the response toward scanning technique. Hence, the title of this study is "Improving Students' Reading Comprehension through the Scanning Technique".

1.2 Research Questions

This study is conducted to answer these following questions:

1. Can the use of scanning technique help the students to improve their reading comprehension?
2. What are the students' responses toward the use of scanning technique to improve student's reading comprehension?
3. How does the teacher' performance in teaching by using scanning technique?

1.3 Aims of Study

The aims of the research are:

1. To improve the students' reading comprehension by using the scanning technique.
2. To identify the students' responses toward scanning when they are learning reading.
3. To examine the teacher' performance in teaching reading by using scanning technique.

1.4 Scope of Study

The research focuses on students' improvement in reading comprehension by using scanning of a junior high school in Bandung and how students' responses toward the scanning technique.

1.5 Significance of Study

The result of the research is expected to be useful information and a reference for the English teacher and students who learn English. The scanning

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technique can be used as an alternative technique in teaching and learning reading. Furthermore, this study is also expected to increase students' and teachers' knowledge related to reading and to help them to solve their reading problem easier.

1.6   Location and Respondents

The research is conducted in Junior High School 12 Bandung at the ninth grade students.

1.7   Clarification of Terms

The definitions of key terms used in this research are as follows:

1. Reading is the act of responding with suitable meaning to print or written verbal symbols (Harison & Smith, 1980, p.23)
2. Scanning in this study is a technique in reading that enable students to find pieces of particular information quickly without reading the whole text (Brown, 2001, p.308)

1.8   Organization of the Paper

The paper is organized into five chapters. Each chapter has its own capacity to explain the contents in details.

CHAPTER I is Background. This chapter presents background of the research, research questions, aims of the research, significance of the research, Scope of the research, research method, participants, data resources, data collection, data analysis, clarification of key terms and organization of the paper.

CHAPTER II is Theoretical Foundation. This chapter presents foundation of theories relevant to the topic of the research. It discusses definition of reading, reading models, function of reading, reading strategies, reading comprehension, level of comprehension, teaching reading and scanning technique.

CHAPTER III is Research Methodology. This chapter describes procedures of the research which is used by the researcher to conduct the whole research. It includes research method, participants, data resources, data collection, and data analysis.

CHAPTER IV is Findings and Discussion. It consists of presentation of the data obtained from the research followed by explanation and interpretation of the data.

CHAPTER V is Conclusions and Suggestions. This chapter consists of conclusions of the research and the researcher's suggestions in teaching reading techniques.

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