

CHAPTER 1

INTRODUCTION

This chapter overviews the present study. There are backgrounds, research problems, aims of study, scope of the study, hypothesis, significance of the study, research methodology, clarification of terms, and organization of paper.

1.1 Background

To comprehend the ideas in the material is the purpose of reading. By comprehension, reading would be meaningful.

In this case, reading comprehension is not only to gather ideas from the texts, but also to know students' proficiency in mastering their English. Furthermore, reading can be used as one of the evaluation tools. The aims of reading itself is to asses the mastery of the student in comprehending the text, such as finding the main idea in every paragraph, finding the specific information, summarizing, and concluding a text. However, in certain schools it is found that most of the students consider understanding a text and grasping meaning from a reading text are not easy and wasting time (Aeny, 2008).

Most students assume that reading an English text is very hard to understand. Moreover, they face difficulties when reading a text. One of them is because they are lack of vocabularies (Yusuf et. al, 2009). This is a big problem in reading a text, they need to look up the words in the dictionary, because they will not know what the texts are about.

To overcome the problem above, we need a type of reading skill to make students easy to read and answer the questions. One of the types of reading skill which is always used by the learners who learn English is scanning. Scanning is the process of quickly searching for particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text (Brown, 2001: 308).

In line with Brown, Anderson et al. (1969: 62) propose scanning skills are used when we want to collect main ideas from a text quickly and efficiently. By using the skills, the efficiency occurs. Their aims are getting the work done and doing it with minimum wastage of resources (1969: 4). In other words, by scanning skills, students can answer the questions in the shortest period of time.

Scanning skills can also be defined as a technique to locate specific items of information. As Lunzer and Gardner (cited in Davis, 1995 : 137) believe that scanning skills 'is a kind of skimming to see if a particular point is present in the text or to locate it.'

There is also found the aim of using scanning skills in reading comprehension as Davis (1995:140) states that the aim of scanning activities is not to teach students how to scan but to direct their attention to items they will need to attend to, particularly for study purposes.

Anderson et al. (1969: 66) explain the use of scanning skills. They state that scanning skills are used to judge material after a rapid inspection, to obtain the over-all structure of an article, to determine a line of argument, a point of view.

Some researchers found the use of scanning skills in reading comprehension. Permadi (2008) found that using scanning and skimming is effective to answer questions without reading the whole text. They only need to find the specific information needed.

Scanning in this study is categorized as one of the reading strategies. Aeny (2009) found that there is a correlation between students' reading strategies and their achievement in reading comprehension.

Derived from the problem, the present study will emphasize the effectiveness of scanning skills in improving students' reading comprehension for eight graders of Madrasah Tsanawiyah in Cimahi or not.

1.2 Formulation of Problem

This study is conducted to answer question such; are scanning skills effective in teaching reading?

1.3 Aims of the study

Based on the question formulated above, the aim of the study is to find out the effectiveness of scanning skills in teaching reading.

1.4 Scope of the study

This study focuses on the use of scanning skills in improving students' reading comprehension and the subject is the eight graders of one Madrasah Tsanawiyah in Cimahi.

1.5 Hypothesis

Related to the research problems mentioned above, the hypothesis is:

H_a = scanning is effective in improving students' reading comprehension.

1.6 Significance of the study

This study is expected to have some contributions to the EFL teaching methodology where scanning skills are used as an alternative technique in teaching and learning reading. This study is also expected to enhance students' and teachers' knowledge related to reading skills and to develop their creativity in packing the reading process into meaningful activity.

1.7 Research Methodology

The research method employed in this study is an experimental method, because in this study there is a procedure of testing a hypothesis by setting up situation in which reading comprehension using scanning can be tested.

The experimental design is set to find out the significance of scanning technique in improving reading comprehension.

1.7.1 Research Design

There are two groups taken as the investigated groups in this research, one group is the Experimental Groups (EG), which is treated by

using scanning skills technique, while another groups is the control group (CG), which is treated by using conventional one.

Experimental design with the pre-test and post-test control design in this research is described as follows.

Sample	Pre-test	Treatment	Post-test
Experimental Group	X1e	T	X2e
Control Group	X1c	0	X2c

Notes:

X1e = students' reading comprehension of experimental group in pre-test

X1c = students' reading comprehension of control group in pre-test

X2e = students' reading comprehension of experimental group in post-test

X2c = students' reading comprehension of control group in post-test

T = Treatment using scanning technique

0 = No treatment using scanning technique

1.7.2 Research Instruments

This study uses three kinds of instruments. There are pre-test, post-test and observation.

1. Pre-test. This is given to both groups as entry test. It's given before the treatment of scanning skills technique. It is to find out the initial abilities of the two groups. This test comprises thirty items of multiple

choice questions which is develop based on the syllabus. This test is apply to both groups; experimental and control group.

2. Post-test. This is given to both groups as reading comprehension test after the treatment was given to the experimental group.
3. Observation. This is applied to experimental group to know the student's attentiveness of scanning technique.

1.7.3 Population and sample

The population of this study was taken from eight graders of one Madrasah Tsanawiyah in Cimahi. There are two classes of the second grade.

To conduct the research, class VIII A is designated as the experimental group and VIII B as the control group. Each group has 35 students.

1.7.4 Data collection

In collecting data, a reading test is given to both classes before and after the experiment held, so that reading scores of both classes are identified. The data is taken along with this study during regular schedule of English subject in school. Various reading text are taken to compose reading test as pretest and posttest.

1.7.5 Research procedure

In conducting the study, the researcher follows the procedures as follows.

1. Organizing teaching procedures in both experimental and control group classes.
2. Organizing the research instruments.
3. Trying out the research instruments.
4. Administering pre-test to find out the initial abilities of the two groups having similar level in reading ability. Once they are equal, they are assigned as one experimental group and one control group.
5. Treating the experimental group using the scanning skills.
6. Administering post-test for both groups in order to find out the result of the treatment.
7. Analyzing the data collected from pre-test and post-test.
8. Observing the attentiveness of scanning technique in the experimental group.
9. Drawing conclusion.

1.7.6 Data Analysis

There are some steps that the researcher carries out to analyze the data.

1. Computing achievement test result of the experimental and control group.

2. Determining how effective scanning skills technique is in teaching reading by comparing the achievement of the experimental group and control group.

1.8 Clarification of Key Terms

To avoid misinterpretation in understanding this writing, it is important to clarify the following definitions of key terms.

1. Reading is the cognitive process of deriving meaning from written or printed text.
2. Scanning skills in this study is a technique in reading that enable students to find pieces of particular information quickly without reading the whole text.

1.9 Organization of Paper

The paper is presented into five chapters. The chapters are subdivided into subtopics that elaborate the issues given.

Chapter I is introduction. It encompasses backgrounds to the study, research problem, aims of study, scope of the study, hypothesis, significance of the study, research methodology, clarification of terms, and organization of paper.

Chapter II is theoretical foundation. In this chapter, some supporting theories that related to the research conducted as the foundation of the study.

Chapter III is research methodology. This chapter comprises the methodology of the research includes the formulation of the problems, aims of the present study, data collection, scope of the study, analytical frameworks and data analysis.

Chapter IV is findings and discussions, provides the explanation about the data analysis and the results of the research. The results embrace the answer of the research question.

Chapter V is formulates conclusion, suggestion, and recommendation for the further research.

