

I. INTRODUCTION

This chapter an overview of this research and it deals with the reason for conducting the research. It consists of eight sections, i.e. background of the problems, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research and definition of terms.

1.1 Background

The national education in Indonesia has decided that English is a foreign language taught in Indonesian schools. It learned started from primary schools up to university. People realize that teaching English at this level becomes very important and need a lot of concern. The students have to master the four basic language skills. Those are listening, speaking, writing and reading.

Reading involves two skills, receptive and active skill. First, receptive skill refers to the fact that reader have to infer meaning, using their knowledge of the world. “Receptive” means that the reader receives input from a writer. The reader rarely have opportunity to question the author about what he or she really had in mind when writing a text. The reader are not actually producing anything quite in the same way as the writers. Second, reading as an active skill, which the reader finds a reading passage interesting, his/her mind is fully engaged in trying to understand

the reading material. In short, reading includes two process, those are receiving messages and information from the writer and interacting with the texts by trying to understand the text.

Reading always has purposes. Nurhadi (1989: 14) found that the purposes of reading is as follows: (1) understand in detail and thorough book, (2) captures the main idea or ideas properly, (3) get information about something, (4) recognize the meaning of words, (5) want to know the important events happening in the community, (6) want to get pleasure from the literature, (7) want to know the important events happening around the world, (8) want to find a suitable brand item for purchase, (9) want to assess the truth of the idea of the author, (10) want to receive information about job vacancies, (11) want to get information about someone's opinion (expert) about the definition of a term. For example, reading an advertisement (e.g. job vacancy), we want to know and get the information about a job. To be able to read effectively and efficiently, reader should have particular purpose in their mind before they interact with the texts. The purpose of reading must be clearly before they read the text. The reader must know why they are reading and what is the information should be achieved.

Factors that influence reading are reading materials, reading techniques, and schemata. Reading materials refer to the written things to be read, e.g. short articles, brochure, advertisement, and schedule. Reading techniques refer to the technique that we use to get what we want to know in the text, e.g. scanning, skimming, and mapping. Schemata refer to the readers' background knowledge and the previously acquired knowledge to understand the reading topic (Carrel, in

Simanjuntak, 1989: 4), e.g. students' thought when they read a title of a text. The three techniques depend on each other and affect the process in achieving reading.

Reading is one of the most important language skills that should be mastered by the students. The students are expected to be good at reading because by reading the students are able to improve their knowledge. Besides that students activity in learning will be easily if their reading skill is good. Although reading a text has been taught since elementary school, there are many students have to interact with the texts while they do not know what have to do with the texts. When they want to identify specific information and main idea in a text, they read the whole of the text. Finally, they are confused to identify the information of the text. It is difficult for them to answer question from the text. Besides, if they are used appropriate technique in reading a text, such as scanning and skimming techniques, they are not confused to answer the question of the text about specific information and main idea of the text, because the important thing for the students to be remembered is only answer what is asked in the text and they are do not need to read the entire of the text.

Based on Teaching Practice Program (PPL) at SMP Trimulyo Tanjung Bintang, the students have difficulties to find main idea and specific information in a texts. Pre-observation at SMPN 29 Bandar Lampung, the researcher have found the students experience the same thing that is difficult to find the specific information and main idea in a texts.

Good readers are flexible readers. It is mean the reader will be able to match the appropriate technique in the various types of reading. They adjust their technique

to fit the types of materials they are reading. Students of Junior High School do not realize that the appropriate technique can help their reading. In reading a text the students always read the whole passage words by words, it is not efficient and effective. They always use the conventional technique in reading various texts, because of that they are difficult to find specific information and main idea. Finally, reading a text is not successful to do, because the goal of their reading are not achieved.

Yamin (2003: 24) states in his previous research at SMP Muhammadiyah Metro that the students are still confused in scanning technique process especially for the student who had low ability in english, since the procedures in scanning and skimming are not clearly explained in the teaching learning process. In addition, the teachers do not use the authentic material and only adopt the course book. It caused the students do not realize and understand how to apply reading technique.

From the problem that have been investigated by the previous studies, the researcher tries to apply scanning and skimming techniques in reading as a technique for the Junior High School students. This technique helps student get information and main idea quickly. Scanning is a technique for quickly finding specific information in a text while ignoring its broader meaning, research for key words or idea in a written text (Brown, 2001: 308). According to Brown (2004: 213) skimming is the process of rapid coverage of reading matter to determine its gist or main idea. By encouraging students glance their eyes and take a short look at a text and searching for specific piece of information, it will help them get the general understanding and detail information of the text it self (Harmer 2001, in Permadi 2011: 3).

Besides using the appropriate technique in reading such as scanning and skimming techniques, students' reading skills is influenced by the personality of students. Dewaele and Furnham (1999), stated that there is relationship between extraversion and reading skill.

Personality is the first face of the intrinsic side in psycholinguistic factor. It is within a person that contributes in some way to one's success in language learning. There are three general categories of personality factors; egocentric factors, transactional factors, and motivational factors (Suparman, 2010:64). Furthermore, transactional factor is influenced by some variables which come up on language learning, they are imitation, modeling, identification, extraversion, aggression, and styles of communication. Among those variables, the researcher will elaborate more about extraversion.

Extraversion is one of the variables in classifying type of personality. It refers to the relationship of extrovert-introvert personality. In this category, personality can be classified into two types, they are extrovert and introvert. Jung (1971) cited in Purwati (1997: 4) says that extrovert is type of people whose attention is directed outside himself. Whereas introvert type belongs to people whose attention are focused on themselves that is toward his ego. Furthermore, in his explanation, Jung classifies that extrovert type has the ability to socialize better than the introvert type due to the ability to build a communication.

Pfister (2000) investigates the effect of personality type on English reading comprehension among college bilingual students in the United States. The results demonstrated that students with EP (extroversion, perceiving) type got better

scores on interpretive comprehension items while students with SF (sensing, feeling) type got better scores on literal comprehension items. Generally, in Pfister's research extroverted students outperformed introverted ones in reading tests.

Junior High School students have monologue and functional texts as their reading material stated in 2006 curriculum. The students are able to understand monologue and functional texts. Monologue text is a text that should be mastered and known by the students of Junior High School. Functional text is a text used for everyday information. Functional text helps the reader function in day-to-day life. Types of the text that Junior High School find as their reading include monologue/essay e.g. descriptive, recount, procedure, narrative, report texts and functional text e.g. advertisement, tv schedule, a memo, brochure, message, notice, personal letters, invitation (Depdiknas, 2006). Functional text is a text used for everyday information. Functional text helps the reader function in day-to-day life, it can be in forms invitation card.

Scanning and skimming as a techniques in reading is useful to be used to identify the specific information and main idea in various types of a texts for Junior High School both students who have extrovert or introvert personality. In this case, the researcher will research "An Analysis of Students' Reading Comprehension Achievement by Using Scanning and Skimming Techniques for Introvert and Extrovert Students at SMPN 29 Bandar Lampung".

1.2 Identification of the Problems

Based on the background above, the researcher identifies the problem on SMPN 29 Bandar Lampung as follows:

1. The students get difficulties in getting specific information from the text and finding the main idea from the text.
2. The students still reading a text word by word, so they can not get specific information and main idea quickly.
3. The students read whole of the text, it makes them get bored because wasting their time and finally they are confused to answer the question of the text.
4. The students do not use the appropriate technique for various types of the texts.
5. The students do not have variety of reading textbooks.
6. The teacher always does same teaching method in every meeting.

1.3 Limitation of the Problems

Based on the identification of the problems above, this study will focus in scanning and skimming technique in students' reading comprehension achievement of introvert and extrovert students.

1.4 Formulation of the Problems

This research investigates the problem as follows:

1. Is there any interaction between techniques and personalities of students?
2. Is there any difference in students' reading comprehension achievement of introvert and extrovert students who use scanning technique?
3. Is there any difference in students' reading comprehension achievement of introvert and extrovert students who use skimming technique?
4. Is there any difference in students' reading comprehension achievement who use scanning and skimming techniques of introvert students?
5. Is there any difference in students' reading comprehension achievement who use scanning and skimming techniques of extrovert students?

1.5 Objectives of the Research

The objectives of this research are to find out :

1. Whether there is an interaction between techniques and personalities of students.
2. Whether there is difference in students' reading comprehension achievement of introvert and extrovert students who use scanning technique.
3. Whether there is difference in students' reading comprehension achievement of introvert and extrovert students who use skimming technique.

4. Whether there is difference in students' reading comprehension achievement who use scanning and skimming techniques of introvert students.
5. Whether there is difference in students' reading comprehension achievement who use scanning and skimming techniques of extrovert students.

1.6 Uses of the Research

1. Theoretically the uses of this research:
 - This research may give contribution and also verify previous research finding and theories.
2. Practically the uses of this research:
 - The result of this research may give information as to the scanning and skimming techniques in reading comprehension achievement both extrovert and introvert student's personality. This research may also contribute some information about encourage awareness of the students that identifying the specific information and main idea in various types of reading texts through scanning and skimming. Furthermore, this research can be used as logical consideration for the next research.

1.7 Scope of the Research

This research was developed to analyze scanning and skimming techniques. Those techniques were used to students have extrovert and introvert personality in reading comprehension of 2nd grade of SMPN 29 Bandar Lampung.

The texts were used monologue and functional texts, it is because these texts are learnt for Junior High Schools students based on 2006 curriculum. The materials were taken from various types of reading materials and sources english e.g. English magazines, newspaper, students' textbooks in form of advertisement and schedule (functional text), and short article (monologue/essay text). The test was given form multiple choice. The questions that was used in the material from scanning and skimming techniques were questions that consisted of reading comprehension concepts i.e. main idea, specific information, inference, reference, and vocabulary.

1.8 Definition of Terms

There are some terms that are used in this research and to make it more clearly, some definitions of term are presented as follow:

- **Reading**

Reading is bringing and getting meaning from the printed or written materials (Finichiaro and Bonomo, 1973: 199).

- **Scanning**

Scanning is a technique for quickly finding specific information in a text while ignoring its broader meaning, research for key words or idea in a written text (Brown, 2001: 308).

- **Skimming**

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea (Brown, 2004: 213).

- **Extrovert**

Extrovert is the extent to which person has a deep-seated to receive ego enhancement, self esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself (Brown, 2000: 115).

- **Introvert**

Introvert is the extend to which a person derives a sense of wholeness and fulfillment apart from reflection of this self from other people (Brown, 2000: 115)