# I.  INTRODUCTION

This chapter discusses the background of the problem, the research problem, the objective of the research, the uses of the research, the scope of the research, and definition of terms.

## 1.1  Background of the problem

Reading is the most important skill of all for most students of English throughout the world (Christian and Marry 1976). Both English teacher and student need to improve and master four important language skills, i.e. listening, speaking, reading, and writing. By reading, the students are able to access much information. However, the students must have strategy to do quick reading in short time. In order to do such tasks, the students should have scanning technique. By scanning, the students can glance rapidly through the text to search for a specific piece of information.

There are some factors that influence the students' reading comprehension; namely reading materials, reading techniques, and schemata. Reading materials refer to the written things to be read, e.g. short article, monologue and functional text. Reading techniques refer to the way we use in reading, e.g. scanning,

skimming, and mapping. Schemata refer to the readers' background knowledge and the previously acquired knowledge to understand the reading topic (Carrel, quoted in Simanjuntak, 1988:4), 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 always has a purpose. It is something that we do every day, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. The reason for reading depends very much on the purpose of reading. 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, readers should have particular purpose in their mind before they interact with the text. For that reason, they know what they have to do with the text based on their reading purpose.

The aim of teaching reading in 2006 Curriculum is that 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. It can be in forms of short article, narrative text, recount text, procedure text, descriptive text and report text. Functional text is a text used for everyday information. It is called functional because it helps the reader function in day-to-day life, it can be in form of invitation card, TV schedule, advertisement, a memo and a pamphlet notifying the public of grand opening.

The texts contain a lot of specific information (date, name, amount, time, etc.). Students of Junior High School have to interact with types of texts while they do not know what they have to do with the texts. It is difficult for them to answer the question from the text. When they want to identify the specific information in a text, they read the whole text. Finally, they are confused to identify the information in the text.

The students (especially Junior High School) do not realize the appropriate techniques of reading which are needed to be applied in various type of text they interact. During reading process, they only apply the same technique for all types of reading texts. The result is that they don't fully understand the main idea of their reading text. The goals and purposes of their reading are not achieved. The Junior High School students still find difficulty to get the information in the text i.e. the main idea or the specific information. For example, the students have to identify the specific information in a text quickly; they always read the whole passage words per words. It is ineffective and inefficient since they do not know and apply the appropriate technique for this purpose. What they have to do is fit the technique of reading with the type of text they read. In addition, to be efficient and effective readers, the students must realize that different texts need different techniques.

Yamin (2003: 24) found in his previous research at SMP Muhamadiyah Metro that the students was still confused in scanning technique process especially for the students who had low ability in English since the procedures in scanning was

not clearly explained in the teaching learning process. In addition, the teachers do not use the authentic materials and only adopt the course book. It caused the students do not realize and understand how to apply reading technique.

From the problems that have been investigated by the previous study, the researcher tried to apply scanning technique in reading as a technique for the Junior High School students. This technique helps student locate information quickly. The reader must know how information is arranged in a reading and how a text is organized as in Ghani's study (1993: 1) that scanning is a type of reading that involves finding a particular piece of information located in materials that are otherwise of no interest to the reader. This research would also use authentic texts as reading materials in order to make the students familiar with the texts they will find in their daily life. In applying the authentic texts the researcher would give and select some materials that are still related to 2006 Curriculum during the treatments.

SMPN 5 Bandar Lampung was chosen as the population of this research is based on the consideration that this school still gets low score for reading test. In this case, the researcher proposes that a possible technique is considered to be applied in various types of texts for Junior High School students' reading. Scanning technique as a technique in reading was useful to be used to identify the specific information in various types of texts for Junior High School students. Thus, the students could apply the technique in their reading texts appropriately.

## 1.2    Formulation of the Problem

According to the background above, the writer has questions as the main problems of the research are:

1. Is there any significant difference of students' reading comprehension achievement in identifying the specific information after being taught through scanning technique?

2. Does scanning technique improve the students' reading achievement in class VIIIG of SMPN 5 Bandar Lampung?

## 1.3    Objective of the Research

In relation to the problem stated previously, the objective of this research is to find out whether the use of scanning technique can improve students' reading comprehension achievement in class VIIIG of SMPN 5 Bandar Lampung.

## 1.4    Uses of the Research

Theoretically, the use of this research is:

☐    To verify previous theories dealing with scanning technique.

Practically, the uses of this research are:

☐    To be a consideration for English teachers to apply scanning technique in teaching reading in their classroom.

☐    To encourage students' awareness of identifying the specific information in various types of reading texts through scanning technique.

## 1.5    Scope of the Research

This research was conducted to increase the reading ability of 2$^{nd}$ grade Junior High School students. The text used for scanning technique in this research was monologue texts because the texts were learnt by Junior High School students based on Curriculum 2006. Particularly narrative text which was related to the syllabus of the second semester for 2$^{nd}$ grade of junior high school. Scanning technique was used for identifying the specific information within the texts. The materials were taken from various sources e.g. English magazines, students' textbooks in form of short articles (monologue/essay texts).

## 1.6  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)

**Reading Comprehension**

Reading comprehension is an ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical

combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions.

(Finocchiaro and Bonomo, 1973: 132)

**Narrative Text**

Narrative text is a text which deals with problematic events. Its purpose is to amuse or entertain the readers.

**Scanning**

Scanning is a reading rapidly to find a specific piece of information.

(Vaezi, 2006: 5)