1. INTRODUCTION

A. Background of the Problems

Educators of language have a lifetime concept of four basic language skills, that is, listening, speaking, reading and listening. In learning a language, those four basic skills are needed for communication.

Naturally, reading skill is very complex, therefore it consequently is difficult to be mastered. This stands to reason for reading involves determining main idea, identifying specific information, reference, inference and vocabulary. Having good reading proficiency means the reader has abilities to understand written statements or any type of written texts accurately and efficiently (Mahfoodh, 2007: 1).

In the curriculum, it is stated that SMA/MA students should be able to use the language in informational level that is expected to access knowledge by the language skills (Depdiknas, 2006:307). The addition statement of School Based Curriculum, KTSP (Depdiknas, 2006:297) states that there are several objectives of teaching reading for the first grade of Senior High School, that is:
1. The students are able to identify the main idea of the whole texts for example the monologue texts which consist of descriptive text, narrative text, recount text and report text or in each paragraph of reading texts.
2. The students are able to identify the vocabularies of reading texts.
3. The students are able to identify some specific information of reading texts.

Based on that assertion, the students are hoped to master the language skills including reading skills. But, the education rule which government has decided cannot be implemented well in the reality, especially in the teaching reading process.

To get a valid data, the researcher had a pre-observation to test the students’ ability in comprehending reading texts. It took place in SMAN 3 Kotabumi and chose X.1 randomly. The researcher took 20 students as the sample. It was tested that the scores of students reading skills ability’s ranging from 30 – 80.

It reveals that without any treatment, it was found that the students’ ability in doing reading test is still low because of the result of average score is 6.05, below the KKM 65 (Minimal Mastery Criterion). In fact, the result of teaching-learning does not implemented the achievement of curriculum.

It was observed the teaching-learning process in the class. One of the students, LKN said “I prefer math to English because I only know a little bit about vocabulary.” Other statement came from DA who said “she (the English teacher) always teaches us about grammar then gives us many reading assignments to be answered”. Besides, reading materials from students’ text book is monotonous. They only have one book and it makes them bored.
Teachers have to give a variety of interesting reading texts that can influence students to read more. In other hand, there are many teaching reading strategies that can be considered by teachers. Teachers should help their students to find appropriate strategy and technique in order to improve their skills in reading achievement. In this case, teacher does not know exactly what kind of strategy and technique which are appropriate to comprehend the text.

Tania (2005:28) who has conducted a research at SMUN 10 Bandar Lampung says that there are still some reasons to believe that factors that caused low comprehension are: (1) Sentence length; (2) Vocabulary; (3) Ideas and concept of the text. And a research which is applied in the teaching-learning process should consider not only their reading speed but also those three aspects.

Particular reading techniques are needed not only to overcome students’ difficulties, but also to improve their reading abilities. The technique that can be used to increase students’ reading comprehension achievement is scanning. Scanning is the technique for quickly finding specific information in a text while ignoring its broader meaning. It searches for keywords or idea in a written text (Brown, 2001: 308). When the reader wants to identify the specific information in a text, one effective technique is scanning technique. The types of the text that Senior High School students find as their reading include monologue texts e.g. descriptive, recount, procedure, narrative, report texts and functional texts.

The technique that can be applied in teaching reading comprehension in this research is scanning technique. This technique is important to help the students to understand the text by means of nonverbal device. Considering the importance of
mastering reading technique the writer interests in doing further investigation about students’ reading comprehension achievement between students who are taught by using Scanning technique.

B. Identification of the problems

In line with the background previously described the researcher states the problems, the researcher identifies the problem on SMAN 3 Kotabumias follows:

1. The students do not have high motivation to read more because they have lack of vocabularies
2. The students do not have a variety of reading textbooks
3. The teachers do not develop variety skills in reading
4. The students do not pay attention to teacher’s explanation
5. The teacher should give trick like game in attract students’ interest.
6. English Club in that school does not actively run
7. The students think that English is not an important subject because it is not applied in social interactions.

C. Limitation of the problems

In line with the identification of problems, this study will focus only on Scanning technique in improving students’ reading comprehension achievement and the subject is the 10th grader of Senior High School students.
D. Formulation of the Problem

In reference to the background above, the following problems are formulated that is “Is scanning technique effective to improve the students’ reading comprehension achievement’’?

E. Objectives of the Research

In relation of the formulation of the problem, the objective of the research is to find out whether scanning skill effectivein improving students’ reading comprehension achievement.

F. Uses of the Research

Hopefully, this study can be used:

a) Theoretically, the result of this research is expected to confirm the previous theories of teaching reading by using Scanning technique.

b) Practically, the result gives information to the English teachers especially in Senior High Schools, that Scanning technique is needed to increase students’ reading comprehension.

G. Definition of Terms

Here are definitions used in this study presented in order to avoid miss-interpretation concerning certain terms used in this research, they are:
a. According to Clark and Silberstein (1987) *Reading comprehension* is an active process of interacting with print and monitoring comprehension to establish meaning.

b. Vaezi (2006:5) states that *Scanning technique* is technique in reading rapidly to find a specific piece of information. That statement is also supported by Nuttal (1982:34) says that scanning means glancing rapidly through the text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for given purpose.