

I. INTRODUCTION

1.1 Background of Problem

Reading is a means of language acquisition, of communication and sharing information and ideas. Reading is the most important skill of all for the 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, they are listening, speaking, reading and writing. By reading, the students are able to access much information.

Based on School Based Curriculum (KTSP) for the 8th grade of Junior High School, students are expected to be able to comprehend stated and unstated information from the text. Students have to able to understand the main idea of a text, the topic sentence and the factual information. They are expected to be able to communicate both in spoken and written form to solve problems in their daily lives. Based on this statement, the writer considered that reading is a very important skill in order to increase their knowledge and their way of thinking

Based on the writer' experience when the writer took part in the Field Practice Program at SMPN 14 Bandar Lampung 2009-2010 and observation at SMPN 1 Gedongtataan, the writer found that one of the problems faced by the students was that they often found difficulty in comprehending the text. The writer assumes that

this happens because they are unable to identify the main idea, specific information, reference word, inference and vocabulary of each paragraph of the text. 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 how to apply the appropriate technique for this purpose. In addition, to be efficient and effective readers, the students must realize that different texts need different technique.

The purpose in reading should be clearly established before starting reading. Readers must know why they are reading and what reading should be achieved.

When the readers want to look for and identify the specific information in short article (e.g. name, date, places, etc.) they should read in detail and quickly without reading the whole passage. It means that in reading, readers should match appropriate technique to the type of text based on their purpose. They know what efficient and effective reading technique have to be applied when interact with the text in reading.

It is stated by Yamin (2003:24) in his previous research at SMP Muhamadiyah Metro that the students are still confused in scanning technique process especially for the students who have low ability in english, since the procedures in scanning and skimming are not clearly explained in teaching reading process. In addition, the teacher do not use the authentic materials and only adopt the course book. It causes the students unable to realize and understand how to apply reading technique.

Therefore, based on the problems that have been investigated by the previous studies, the researcher applies scanning and skimming technique in reading as a technique for the Junior High School students. The students should also know how information is arranged in a reading test and how a text is organized. According to Chris Cotter, scanning and skimming can help the students locate specific information and gain the overview of the main points in the text. In standard practice scanning and skimming skills are applied simultaneously in reading comprehension skill.

Junior High School students read various texts in their activities, both in their school and daily activity. The types of text that Junior High School students find as their reading include monologue/ essays e.g. descriptive, procedure, recount, narrative, report texts and functional texts e.g advertisement, brochure, message, notice, personal letters, invitation (Depdiknas 2006). In this research, the writer focuses in recount text. Recount text is chosen as reading material in order to make the students familiar with the texts they will find in their life, because recount is a text which retells events or experiences in the past. As far as the researcher concerns there is no research about reading through scanning and skimming technique are ever conducted in SMPN 1 Gedongtataan. So, the researcher tried to conduct the research in this school.

1.2 Research Problem

Based on the background of research above, the researcher addresses the following research questions:

“Is there a significant improvement of students reading comprehension ability of recount text after being taught through scanning and skimming technique?”

1.3 Objective of the Research

The objective of this research is:

“To see whether there is a significant improvement of students’ reading comprehension ability of recount text after being taught through scanning and skimming technique.”

1.4 Uses of the Research

The uses of the research are as follow:

1. Theoretically, the results of this research are expected to confirm and clarify the previous theories about teaching reading in recount text through scanning and skimming technique
2. Practically, the results of this research hopefully can be used as reference and consideration for English teacher about the effectiveness of scanning and skimming technique in improving student’s reading comprehension ability of recount text.

1.5 Scope of the Research

This quantitative research is focused on utilizing of scanning and skimming technique, because by using this technique, the students can determine the main idea and finding specific information quickly without reading all the text. This research will be conducted on the second grade in the second semester of SMPN 1 Gedongtataan. The population of this research is the second year students and the writer chooses one class as a tryout class and one class as experimental class. The

reading text will be taken from the students' English textbook for Junior High School and internet. The tests used recount text and consisted of pretest and posttest of 20 objective multiple choice items.

1.6 Definition of Terms

1. Reading is a means of language acquisition, of communication and sharing information and ideas.
2. Reading comprehension is understanding a text that is read, or the process of “constructing meaning” from a text.
3. Recount text is a text which retells events or experiences in the past. Its purpose is to inform or retell something that happened in the past or a series of past event.
4. Scanning is a reading technique to be used when we want to find specific information quickly, and
5. Skimming is mainly used when researching and getting an overall idea of the text.