CHAPTER I

A. The Background of the Study

There are four skills of English that the students learn at school. They are reading, writing, listening and speaking. Among those skills, reading is the most useful skill and has an important role in human being’s life. By reading, everyone can get a lot of information such as knowledge and technology. As we know that information is presented in written language. Therefore, having a good reading skill is needed to know the content of the information.

Because reading is important for our life, it is very necessary for us to develop our reading skill. There are some effort to make English reading skill successful, one of them is in education because it is the process by which individuals are to derive meaning from text. In education, there are teaching and learning processes. An effective teaching and learning processes are influenced by many factors. One of the factors to support the effectiveness of teaching and learning is technique and method. Using technique or method should be suitable with the subject of learning.

As we know most students get difficulties to comprehend a reading, it is because the caracteristic of the reading itself which is very complex : consisting of integrated material; those are words, sentences, phrases, etc. So the students must comprehend words, sentences, phrases and paragraph. These often make the students het
bored easily and influence them badly in following teaching and learning processes especially in reading class. Most of them become students read word by word.

Such congruent condition also happen in VIII grade students in MTs Negeri 1 Rakit. There were many problems in teaching learning English at school. Based on the research that the writer did on the forth of March 2014, it could be concluded that there were 3 problems. They were score lower than passing grade (KKM), low interest of students in learning English, and the best method/technique that the teacher did not have yet in teaching reading.

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First, the writer interviewed the English teacher. The writer asked her, which class had the most problem and which skill they had the lowest score. The teacher told that she had not had the best technique yet in teaching English especially in reading skill. She needed the best technique in which by using this technique, hoped that the students could get information from the text correctly as soon as

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possible. So, they would be habitually able to do it if they were at the ninth grade when they had some kinds of text.

After interviewing the teacher, the writer observed the situation in teaching learning English process. In the classroom, most of students looked unenthusiastic in this lesson, they looked confused and bored. They tried to understand the text by translating each word of the text. Of course it needed a lot of time moreover if they did not know one or more words. After teaching and learning english process finished, the writer asked the teacher about the students’ score and in fact it was still too low. To make sure about the low students’ score, the writer and the teacher discussed to make some questions of the text.

And the last, the writer gave pre-test to know the students’ score. After doing the pre-test for the students of VIII C at MTs Negeri 1 Rakit Banjarnegara, the writer got the score which showed that:

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
<th>Total</th>
<th>Precentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80-100</td>
<td>Excellent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>70-79</td>
<td>Good</td>
<td>1</td>
<td>3.12%</td>
</tr>
<tr>
<td>3.</td>
<td>60-69</td>
<td>Enough</td>
<td>3</td>
<td>9.37%</td>
</tr>
<tr>
<td>4.</td>
<td>50-59</td>
<td>Bad</td>
<td>12</td>
<td>37.5%</td>
</tr>
<tr>
<td>5.</td>
<td>&lt;39</td>
<td>Worse</td>
<td>16</td>
<td>50%</td>
</tr>
</tbody>
</table>
Based on the score of pre test above there were no students who completely fulfilled passing grade (KKM) that was at least 80, it meant that the students had low comprehension in reading.

From the data above, it can be concluded that the students of class VIIIC had three problems, those problems were: the first, the students were very lack of language skill, including reading. The second, the students were still low in reading comprehension, because they were difficult to understand and catch the information in the reading text. When the students did the exercise in the text they had difficulty to answer the questions because they didn’t know the content of the text. And the last problem, the students were passive. They seemed doubtful and nervous to answer the question. And they were not interested in reading activities because most of the students did not give their attention when the teacher taught them about reading.

Furthermore, the researcher and English teacher discussed how to improve students’ reading comprehension. The writer suggested that in teaching learning process of english was needed supplementary technique which could give students easier to comprehend the text. The writer and the collaborator teacher chose scanning technique to improve students’ reading comprehension based on some considerations, such as it was an effective technique for teaching reading skill and to get information quickly in the text. During
scanning technique activities, the learners could obtain information from a text without reading every word in detail. Scanning technique could be used in many different texts such as advertisement in newspaper or magazine, restaurant menus, TV program schedule, word in dictionary, etc.

From the explanation above, the writer and the collaborator teacher had a plan to make a research to improve students’ reading comprehension. The writer and the collaborator tried to use scanning technique to improve students’ reading comprehension. The implementation of this technique would be elaborated in research entitled “improving students’ reading comprehension using scanning technique.”

Scanning technique had good contribution for language teachers. For the teacher, he/she could use this technique as an alternative technique to improve students’ reading comprehension. If this classroom action research was effective to improve students’ reading comprehension, this technique could be applied in other classes that had similar problems. And for the students, they would get a new experience for learning reading using scanning technique and they could improve their reading comprehension using scanning technique. And the last, the contribution for the reader, it would probably be used as the references for those who wanted to conduct a
classroom action research in an English teaching process, especially to improve students’ reading comprehension.

B. The Problem of the Research

The problem of the research was stated by the question “Can scanning technique improve the students’ reading comprehension?”

C. Aim of the Research

The aim of the research was to improve students’ reading comprehension using scanning technique.

D. The Reason of Choosing the Topic

The reason of choosing the topic was based on the fact that many students of the eighth grade students in MTs Negeri 1 Rakit in academic year 2013/2014 had some problems in reading class. The problems was the students had low reading comprehension and low interest in doing the reading test. By using scanning technique, the writer wanted to solve this problem faced by the students in reading lesson. Thus, they would get a good achievement in reading. That was why the Classroom Action Research would be done.

E. The Clarification of Terms
In order to have good understanding for the reader and the writer toward the main terms in this research, the following points were some main definiton of the terms in this study:

1. Improving

It is to become or make something better to achieve or produce something of a better standard or quality that something else (Hornby, 1995:598)

2. Reading comprehension

Reading comes from the word “read” which means to look and understand the meaning of written or printed material (Hornby, 1995:967)

Comprehension is the power of understanding (Hornby, 1995:235) comprehension refers to the act of comprehending, including an embracing, a compreosing and capacity of the mind to understand and to receive the ideas. So, reading comprehension is the ability to understand the meaning of written or printed word or symbol.

3. Scanning technique

Scanning is quick reading for acquiring particular information (Mickulecky, 1990:49)