

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher provides background to describe the arguments choosing this research. It consists of the background of study, question of study, objective of the study, hypotheses of study, significance of study, scope and limitation of study, and definition of key terms.

### **A. Background of Study**

Reading is extremely important for students in school. It is a form of communication as well as a means of gaining knowledge (Emilia, 2010). Reading is included in receptive skills besides listening. Receptive skill is how people extract the meaning of the discourse they see or hear (Harmer, 2007).

One of the four language skills that pupils must acquire in order to learn a language is reading. Being able to read is important because it enables us to transfer and advance science, technology, and culture. We can learn things through reading. In the real world, reading is frequently just one of several activities that also include finding materials and giving presentations both verbally and in writing. Reading is a step in the process of translating or deciphering written or spoken code. One of the complex ways to learn English is by reading. Students must first recognize the letters that will form a word. Then, they had to say those words. Followed by the ability to read sentences, paragraphs, and full text.

Reading comprehension is defined as the degree to which a reader comprehends a text. This understanding is the result of the interaction between the written words and how the students learn from the text. Although the students

can understand an English text, they are unable to comprehend the content of the text they have read. The capacity of kids to recognize words swiftly and smoothly is crucial to their reading skills. If children are having trouble recognizing words, it is because they are using too much processing power to read individual words, interfering with their ability to comprehend what is being read. As a result, good teaching technique is required by the teacher to assist students in easily comprehending the text and achieving their learning objectives.

The most serious issue in the classroom is the lack of time for children to read. Because the most typical action in the classroom is the integration of some English abilities and components, this occurs. As a result of being preoccupied with difficult words and reading every word in the text, pupils waste time. To address this issue, the teacher should employ appropriate techniques to help students in their reading comprehension. Wallance states that the readers do not need to read every word in the text to be efficient readers (Wallance, 2004). It means that readers only need to find the information they require from the text without having to read the entire text in order to efficiently manage their time. There are some time-saving approaches that can be implemented. Scanning techniques are one of the methods. Furthermore, teachers have limited time to provide feedback to students. When there are more than fifteen students in a class, it can be challenging for the teacher to provide holistic, effective, and efficient feedback to all of the students during the teaching-learning process.

A scanning technique is one that focuses on the capacity to locate specific information inside a text. Grellet suggests that the scanning technique is quickly

going through a text to find a particular piece of information (Grellet, 1981). Aside from that, the scanning process is used to discover information that is precisely requested. As a result, scanning technique is concerned with a reader's capacity to locate specific information in a text without having to read the entire text.

In connection with this, Nur'aini once conducted a study entitled " The Effectiveness of Scanning Technique on Students' Reading of Recount Text". The researcher examined the effect at junior high school students. In another study discussed by Yanti Kristina Sinaga, namely about "The Effect of Scanning Technique on Students' Reading Comprehension in Narrative Text at Grade Ten of SMA Negeri 2 Pematangsiantar". The researcher investigated to find out the significant effect of scanning technique on students' reading comprehension in narrative text. The next researcher, Abdul Hadi Setiawan discussed, "The Use of Skimming and Scanning Techniques on Reading Comprehension for TOEFL". Researchers conducted research on students majoring in English.

Based on the explanation and early observation done by the researcher. The researcher conduct a study with the title *THE EFFECTIVENESS OF SCANNING TECHNIQUE ON THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT SMA NEGERI 1 GROGOL.*

## **B. Question of Study**

To make the problems clear and easy to understand, it is very important to formulate the problem into question. So, here the researcher formulates the problems into research questions as follows: "Do the students' who applied

scanning strategies have better in reading comprehension skill narrative text than those who did not applied scanning strategies?”.

### **C. Objective of Study**

To answer the question above, the researcher gives answer here as the objective of the study: “To find out whether the use of scanning technique is effective or not for students’ reading comprehension skill in narrative text?”.

### **D. Hypotheses of Study**

Based on research, the researcher makes a hypothesis to launch the purpose of the study. The author's hypothesis are:

H<sub>a</sub>: Students who applied scanning strategies have better reading comprehension skill than those who did not apply scanning strategies.

H<sub>0</sub>: There is not difference in the reading comprehension skill between the students who applied scanning strategies have better reading comprehension skill than those who did not apply scanning strategies.

### **E. Significance of Study**

In this section, the study will provide a brief description of the importance of research given to those who will benefit from the proposed research:

#### *For Teachers*

The teacher can choose which narrative text is most suitable for teaching and learning process, then the teacher can apply the results of this study as feedback to find out the influence and experience in choosing the right text, so that students are better at reading skills.

### *For Students*

To find out the effect on students' ability to read narrative texts, so that students can understand the content and intentions contained in the story.

### *For Researcher*

This will be useful for researcher because it can increase knowledge about genres and find out the influences of students on reading ability.

## **F. Scope and Limitation of Study**

The scope of this research is about one of the reading skills using scanning techniques. To find out the effect of reading skills on students in high school. In this study, the problem is limited to the use of scanning techniques in reading English text, whether it is effective or not. It aims to focus on students comprehension.

## **G. Definition of Key Terms**

### 1. Reading comprehension

Reading comprehension is the extent to which a reader understands a text. Understanding literature, understanding its meaning, and integrating it with past knowledge are all aspects of reading comprehension.

### 2. Scanning technique

A scanning technique, according to Nur'aini, is one that deals with the ability to discover specific information in a text (Nur'aini, 2016). Scanning is a technique of reading at a glance in order to rapidly and accurately locate specific information in a text.

### 3. Narrative Text

According to Purba a narrative is some kind of retelling, often words (though it is possible to mime a story), of something that happened (a story) (Purba, 2018). There are several kinds of narrative text, such as legend, a fable, fairy tale, science fiction, etc. From several kinds of narrative text, this research used narrative text related the legend.