

CHAPTER I

INTRODUCTION

This chapter describes the background of the research, research questions, the objectives of the research, limitation of the research, significances of the research, the definition of key terms and the organization of research paper.

A. Background of the Research

In the seventeenth century, English became one of the modern languages in Europe. It replaced Latin language which had been popular in seventeenth century. Day after day English became an international language and it is used as a means of communication in the whole world. Not only communication, but also science, news, theory, philosophy and other thing are using English. Because of that mastering and using English language are important in this era for all people in the word. In other words, English language is very important and has wide influence in the world.

In Indonesia, English as a foreign language plays an important role in many aspects of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English becomes an International enterprise. The widespread need for English as second or foreign language needs a considerable pressure on the educational resources of many countries. Related to the problems in teaching English, Indonesia introduces English since in Junior High School as local content, to give

English to children as early as possible in order to prepare them in covering the globalization era. English becomes a compulsory subject in Junior High School, Senior High School and University.

In English, there are four skills: listening, speaking, reading and writing. The students are expected to have ability in those language skills, which over receptive and productive language use. Teaching English is not easy, English teachers should not only master the language, but they should also be able to make their students learn.

Reading, one of language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is regarded as a decoding skill, that is, interpreting codes into ideas. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere.

Wahyudin, U., & Agustin (2011) states that "Since reading becomes one of the basic ways of obtaining information, it is therefore considered as an important activity in any language classes". It is supported by (Harmer, 2002 :199) that reading is called receptive skills and these skills basically are the ways in which people extract meaning. Grabe (2009 :15) also writes that reading is a strategic process in that a number of the skills and processes used in reading calls for effort on the part of the reader to anticipate text information, select keywords, organize and mentally

summarize information, and match comprehension output to reader goals. Therefore, it can be concluded that reading is considered as an important activity in any language class.

However, based on the researcher's experience when he was in teaching practice program (PLP), there are some problems faced by students. Students had the problem on reading because they did not understand what the content of the text. Not only that, the students also didn't know what technique that they used when they are reading a text to get or to know the content of the text. Thus, the students got low scores on the result of test because their weakness on reading.

The strategy used by English teachers in teaching reading must be adjusted to the kinds of reading text for example procedure, descriptive, argumentative and narrative text. Among the texts which are mentioned above the researcher concerned on recount text, because it will be easier for the students to activate their background knowledge when the scanning strategy applied. According to Anderson (1997 :11), "Recount is a piece of writing that retells past events usually in order in which they happened and the purpose of a recount is to give the audience a description of what occurred and when it occurred". Recount text is applied to retell the story or experience that had happened in the past time. This type of the text frequently appears in students' examination. The students need some particular information from the text quickly, such as the name of a person and place, and date of certain event.

To solve the problem in teaching reading, the researcher used scanning strategy to improve students' reading. Brown (2001 :308) said that scanning means quickly searching for some particular pieces of information in a text. It is said that by using scanning, reader only needs to extract specific information without reading through out the whole text. Scanning is usually used to look for names or dates, or to list a certain number of supporting details. It is supported by Djuwarsih (2006 :14) who stated scanning is a reading skill in getting specific information from a text. When we want to know some specific information from the text, we should not read the whole passage carefully. We need only to locate the information we want from the passage. So that it can help reader get certain information from the text easily. It is because reader usually tends to read the whole text carefully. He defined scanning as a strategy to find particular piece of information without reading through the whole text. Perhaps, by doing this strategy the readers will not wasting their time when searching answer of some questions of a reading text.

From the some cases above, the researcher emphasizes in the uses of scanning technique by conducting descriptive qualitative research. Therefore the researcher examines the teaching reading recount text by using scanning technique at Junior High School in Bandung with the title :

“Teaching Reading Recount Text by using Scanning Technique at an Eighth Grade of a Junior High School in Bandung in the Academic Year of 2019/2020”

B. Research Questions

Research questions inquire about the relationships among variables that the investigators seeks to know (Cresswell, 2009). This research, provides three research questions:

1. How are the scenario and the implementation of teaching reading recount text using scanning technique to students of a Junior High School in Bandung ?
2. What are the teacher`s and students` responses toward the scenario and the implementation of teaching reading recount text using scanning technique to students` of a Junior High School in Bandung ?
3. What are the students` difficulties in learning reading recount text with scanning technique ?

C. Objectives of the Research

Based on the formulation of the problem, this study aims to :

1. To describe the scenario and implementation of teaching reading recount text using scanning technique to Students of a Junior High School in Bandung ?
2. To investigate the teachers and students` responses toward the scenario and the imlementation of teaching reading recount text using scanning technique to Students of a Junior High School in Bandung ?

3. To identify the students' difficulties in learning reading comprehension using recount text using scanning technique to Students of a Junior High School in Bandung ?

D. Limitation of the Study

The limitation of the study focuses on teaching reading recount text by using scanning technique at an eighth grade of a Junior High School in Bandung. The researcher will describe the materials, methods, and evaluation that are used by the teacher in the English teaching learning process, especially using scanning technique for reading recount text of a Junior High School in Bandung.

E. Significances of the Research

Hopefully, this research can give many benefits for students, teachers and other researchers. This research can be used the instruction for another teacher and researcher who wants to improve students' reading skill.

1. For teachers in the school, it was expected that the teachers could improve their technique of reading interestingly and effectively so that the students would enjoy the study.
2. For students as the subject of the research, it was expected that the students would take the advantages of the research. They could learn how to improve their skills of reading, especially using scanning technique.

3. For another researcher, as a reference for the learning process especially in reading skills and to know the comparison approach toward students' improvement in reading.

F. Definition of Key Terms

1. Reading

Reading is means to understand the meaning of printed word i.e written symbols. Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader`s prior knowledge (Mikulecky, 2011 :5).

2. Recount Text

Recount text is a text that retells a story about past events or experiences in the order they happened. It is purpose to inform or retell past event to the audience. Therefore recount text is applied to retell the story or experience that had happened in the past time. Knapp in Nugrahaini (2016) states that recount is a text that retells past events or experiences that happened in the past. By learning about recount text, students will be able to share their past experiences to others correctly.

3. Scanning Technique

Scanning technique is a technique to find out the specific information that is stated in the text. Scanning is technique to locate relevant information in the text (Brown, 2003 :209).

G. The Organization of the Research Paper

This research is organized into five chapters:

Chapter I, presents the introduction. It explains the background of the research, research questions, objectives of the research, limitation of the study, significances of the research, definition of key terms and the organization of the research paper.

Chapter II, describes the theoritical framework. It consists of using scanning technique in reading recount text, definition of reading, definition of descriptive text, definition of scanning technique and previous study.

Chapter III, is methodology of the research. It discusses setting of the research, research design, subject of the research, technique of collecting data, technique of data analysis.

Chapter IV, is data analysis. It consists of the scenario and the implementation of teaching reading recount text with scanning technique, the teachers and students` responses toward the scenario and the implementation of teaching reading recount text with scanning technique, the students` difficulties in learning reading recount text with scanning technique. The discussion of the scenario and the implementation of teaching reading recount

text with scanning technique, the teachers and students` responses toward the scenario and the implementation of teaching reading recount text with scanning technique, the students' difficulties in learning reading recount text with scanning technique.

Chapter V, is closure. It comprises of conclusion and suggestion.

