The Descriptive Study on Students' Reading Comprehension in Scanning Recount Text of The Eighth Grade Students at SMP N 1 Glagah in The 2013/2014 Academic Year

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Abstract

Reading is a multileveled and interactive process in which readers contruct a meaningful representation of text using their schemata. While it has been known for some time that both content and formal schemata are necessary for complete understanding of written texts in a reader's first language (L1), and has been suspected to be true in the reader's second language (L2). The purpose of this thesis is twofold. The first, to give a brief overview of some of the literature that deals with scanning as the alternative technique to teach reading comprehension. The second goal, to disscuss the implemetation of scaaning in the reading class. This classroom action research was intended to comprehend students' reading in scanning recount text at SMPN 1 Glagah in the 2013/2014 academic year. It was conducted at the eighth year students. The respondent oh this research was consisted of 54 students who cocsisted of each class of the eighth grade. This respondents were chosen becouse they were as example of sample to establish the technique had goal or not. Involving the English teacher's preparation, the instructional activities conducted by the teachers, the material or technique used in the teaching of reading comprehension, the evaluation reading comprehension, and other factors that students succeed in the reading comprehension. The instruments of collecting data used test and documentation. The reading comprehension focused in recount text which used scanning technique. The reading comprehension test was used to get primary data about the students' reading comprehension of English passages. In the implementation to find the value of reading comprehension by scanning techinique for the first time was providing related question reading test of recount text. It was done to determine the value students reading comprehension by using that technique mentioned above. So that, it will be known later on how to comprehend reading text. In the evaluation, the researcher got the test score from the respondent or students. Based on the result, it be concluded that the reading comprehension by scaanning technique had side-effect to improve the reading ability students and help the students of the eighth grade at SMPN 1 Glagah who they got some reading test which focused in recount text.

Keywords:Reading Comprehension;Scanning Recount Text

A.   Introduction

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

Concerning with the reading activity, many people still find it difficult to understand what they read. In schools, many students complain that they do not have enough time to finish their reading assignment. Ariningsih (1996: 12) says that the problems are due to their difficulties in performing reading reading speed since they read word by word or sometimes they read rapidly without having comprehension.

This condition indicates that they are poor readers because they read word by word and very slowly. Further, wood (1996:205) states that when we was read every word very slowly, we sometimes lose the flow of ideas and our comprehension actually suffers. It seems that our understanding and ability to think about what we have read can be improved by increasing our reading at appropriate time.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Nowadays, Considering the reason above. the reading speed as one of the reading skills was becoming the main emphasis in teaching reading on eighth grade at SMPN 1 Glagah Banyuwangi with consideration that reading comprehension is very important to be develop. The teaching of reading comprehension to SMP students was intended to help them to be an efficient reader by reading the material are quickly as possible in limited time without losing comprehension. In teaching reading speed, the teachers find some problems. The students were lack of vocabulary and were not able to use appropriete technique in reading. This idea is supported by kustaryo (1983:3) who says that the vocabulary profiency and reading technique should be built up inorder to develop the students' reading skill, i.e. to read fast and to understand well on what they read.

In performing reading comprehension with reading speed, students did not only need to move their eyes accros the printed words rapidly but also be able to catch the meaning of the text. Therefore, vocabulary proficienncy is needed to build up the students' comprehension about the message of the text. To be a good reader, it is necessary to know and master a good technique that will be used

performng reading efficiently. The techniques that will help students speed up his reading are by using skimming and scanning. Nuttal (1988:34) states that both skimming and scanning area useful skills. They do not remove the need for careful reading, but they enable the reader to select the text or the positions of a text, that are worth spending time on.

The statement above implies that some words in a text may be ignored or skipped in order to save time and avoid reading word by word. Besides, skimming and scanning can be used as an appropriate way to understand the reading text or looking for contain that is implied in reading. Next, the teacher may help the students how to get an idea of each paragraph in text.

Reading speed is very useful to comprehending and finding a topic in reading books. Learning material using skimming and scanning is better than reading deepest one or two of books. With reading more books, our knowledge about topics will increase. However, it is undeniable that reading a book is necessary. Other than as reference for us improving our understanding of science could also add insight to read about something performance book.

Based on the explanation above, reading speed has many values in teaching reading. It is neccesessary to conduct a research on the students' reading comprehension, especially by using scanning technique and concludes that scanning technique consist of reading comprehension before the students read the whole text. It tends to build the students' interest and motivation to read the text.

1. **Problem of The Research**

   Based on the background of study above, the problem of the researsch was as follows: "How is the eighth grade students' reading comprehension in scanning recount text at SMPN 1 Glagah Banyuwangi in the 2013/2014 Academic Year

2. **The Objective of the Research**

   The objectives of the research was find out the effect of scanning technique on the eighth grade students' reading comprehension in scanning recount text at SMPN 1 Glagah Banyuwangi in the 2013/2014 Academic Year

3. **The significance of the Research**

   This research was expected to give the English teachers clear description about the students' reading in scanning technique of recount text, and would givethem feedback to improve the teaching learning procces of reading comprehension

4. **Limitation of the Research**

   In this study, the writer only focuses of scanning technique on recount text and student's reading comprehension. It was conducted only for the the eighth grade student at SMPN 1 Glagah Banyuwangi in the 2013/2014 Academic Yea

5. **Definition of Key terms**

   The terms defined in the research are scanning technique on recount text of the reading comprehension and ability.

B. Reading Comprehension

Reading comprehension is a term used to identify skills needed to understand and apply information contained within wtitten material (Olson, 2004:40). Reading is one of the four language skills (listening, speaking, reading and writing) is important to be learned and mastered by every individual. By readingone can you relax, interacting with the feelings and thoughts, obtain information, and improve the science knowledge. Comprehension has many different definitions. Anderson and Person (2006;122) in Alexander (2006;159) claimed that comprehension is a specially kind of thinking process that actively construct meaning internally from interacting with the material that is read. To be able to understand or comprehend certain type of text, the readers must have background knowledge in order to help them comprehending it.

C. Method

The design of this research was descriptive. This kind of research design to describe what will being seen face and observe. Arikunto (2002:3) says that descriptive research his a study intended to gather information about the status of an existing symptoms, that is symptoms according to the circumstances of the study. So the purpose of this descriptive research was to create a systematic explanation of factual and accurate information on the nature of the facts and nature of population or area of interest.

In taking the sample, the writer used the cluster rundom sampling technique. According to Toendan (2006:93), the cluster sampling is used when it is more feasible or convenient to select groups of individual then it is to select individuals than it is to select individuals from a defined population. So, this study chose the eighth grade students of SMPN 1 Glagah Banyuwangi in the 2013/2014 Academic Year, as the sample of this research.

The data of this research collected through reading comprehension test as the primary data and documentation such as the list of the students and materials as supporting data of this research.

After researcher administered the test material and the schedule of the test which had consulted to the English teacher in charge, the result of the test would be analyzed using the following formula:

$$\sum n = \frac{n}{N} \times 100\%$$

∑n   = the ability grade in percentage
n   =The test score
N   =highest score

The result of the formula would be consulted to the measurements table of reading comprehension in order to interpret the result of the calculation into categories. The table as following:

Precentage	Category
91 % - 100 %	Very Good
81 % - 90 %	Good
71 % - 80 %	Medium

61 % - 70 %	Less
.... – 60 %	Poor

D. Result and discussion

the respondent of this research were the eight grade students taken by using proportional random sampling and 25% of six classes of the eight grade. There are 9 students of each class was getting as the respondent. The results of the respondent of each class are presented in the following table

Class	Number of Respondents	Respondents
VIII A	36	9
VIII B	36	9
VIII C	36	9
VIII D	36	9
VIII E	36	9
VIII F	37	9
Total	217	54

54 students were chosen as respondent. After the test, the collected result as follow:

No Respondent	Time (Seconds)	Time (minnutes)	Score
1	180	3	217
2	130	2.10	300
3	145	2.25	269
4	170	2.50	69
5	120	2	325
6	180	3	217
7	200	3.20	195
8	195	3.15	200
9	180	3	269
10	195	3.15	200
11	135	2.15	289
12	105	1.45	330
13	200	3.20	217
14	210	3.30	315
15	190	3.10	315
16	150	2.30	260
17	190	3.10	205
18	200	3.20	195
19	225	3.45	269
20	225	3.45	205

21	170	2.50	330
22	180	3	217
23	215	3.35	173
24	210	3.30	186
25	195	3.15	330
26	230	3..50	170
27	215	3.35	330
28	230	3.50	269
29	170	2.50	229
30	135	2.15	289
31	195	3.15	300
32	180	3	269
33	145	2.25	269
34	190	3.10	269
35	195	3.15	325
36	195	3.15	330
37	210	3.30	320
38	135	2.15	289
39	145	2.25	269
40	200	3.20	325
41	130	2.10	300
42	195	3.15	200
43	210	3.30	300
44	145	2.25	269
45	130	2.10	325
46	125	2.05	312
47	195	3.15	269
48	210	3.30	280
49	170	2.50	300
50	185	3.05	325
51	190	3.10	289
52	145	2.25	289
53	200	3.20	269
54	225	3.45	173

After the result table above consulted to the measurement table, researcher get the following result:

No	Score (%)	Category
1	62.5	Less
2	85	Good
3	76.9	Medium
4	76.9	Medium
5	92	Very good
6	62	Less

7	55.7	Poor
8	55	Poor
9	76.9	Medium
10	82.3	Good
11	82.3	Good
12	84.8	Good
13	62	Less
14	94.8	Very good
15	94.8	Very good
16	74	Medium
17	58	Poor
18	54	Poor
19	76.9	Medium
20	94.8	Very good
21	65	Less
22	62	Less
23	76.9	Medium
24	49.8	Poor
25	94.8	Very good
26	48	Poor
27	94.8	Very good
28	76.9	Medium
29	76.9	Medium
30	65	Less
31	85	Good
32	76.9	Medium
33	76.9	Medium
34	76.9	Medium
35	92.8	Very good
36	94.8	Very good
37	92.8	Very good
38	82.3	Good
39	76.9	Medium
40	92	Very good
41	85	Good
42	57	Poor
43	85	Good
44	76.9	Medium
45	92.8	Very good
46	89	Good
47	76.9	Medium
48	80	Medium
49	85	Good
50	92.9	Very good

51	82.3	Good
52	82.3	Good
53	76.8	Medium
54	49.8	Poor

Here, is the summary of table above in frequency table:

Percentage	Category	N
91 % - 100 %	Very Good	12
81 % - 90 %	Good	12
71 % - 80 %	Medium	16
61 % - 70 %	Less	5
..... – < 60 %	Poor	9
Total		**54**

6.   Discussion

The major problem of study was; how was the reading comprehension of the eighth grade students of SMP 1 Glagah Banyuwangi in the 2013/2014 academic year?. Based on the description from the   data analysis, the results of reading comprehension was good becouse 40 respondets gain over 200 WPM and 14 respondents obtained from 151-200.

Moreover, the results also show that the reading comprehension of the eighth students of SMP 1 Glagah Banyuwangi in the 2013/2014 academic year by using scanning technique was 74 %, and the other were lower 26%.

Based on the classification of score levels, the categories of the students ability of reading comprehension using scanning technique were very good (22.2%), good (22.2%), medium (29.7%), less (9.2%), and poor (16.7%).

On the average, the students' reading speed abilities to comprehent the recount text based on the research was less. It means that the students' need improve their abilities to comprehent the text, espicially in recount text by using scanning technique. The level of comprehension in reading speed abilities may be caused by some reasons, such as; the did not understad the scanning technique in recount text clearly, they did not realy use the scanning technique when they red, they had poor vocabularies.

The other possiblities were not marely caused by the studets reading skill, but also the other factors such as; the condition of the students, experience and prior knowledge of the studetns or may be the teacher's role in learning process. The students might be able in using their time, becouse they   must take such kindsof subject beside English. This factor really affect their ability, therefore the just have limeted time to learn each subject included English. In addition, the teacher's duty also influences the students' ability,

such as the prparation of teaching, the performance of teaching and also the capability of thingking of the teacherBased on those ideas, it can be concluded that the students' ability in reading still need to be developed in order to make them to be an efficient and fluently reader to comprehend the text.

E.   Conclusion

Based on the classification of score levels, the categories of the students ability of reading comprehension using scanning technique were very good (22.2%), good (22.2%), medium (29.7%), less (9.2%), and poor (16.7%). Moreover, the results also show that the reading comprehension of the eighth students of SMP 1 Glagah Banyuwangi in the 2013/2014 academic year by using scanning technique was 74 %, and the other were lower 26%.

Based on the results of data analysis and discussion in chapter IV, there were some main points can be drawn here. The reading comprehension ability of the eighth grade students in SMPN 1 Glagah Banyuwangi in the 2013/2014 academic year was good becouse 40 respondets gain over 200 WPM and 14 respondents obtained from 151-200.

The reading comprehension ability of of the eighth grade students in SMPN 1 Glagah Banyuwangi in the 2013/2014 academic year by using scanning technique was good which the categories of the students ability of reading comprehension using scanning technique were very good (22.2%), good (22.2%),

medium (29.7%), less (9.2%), and poor (16.7%)

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G.   Reference

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