IMPLEMENTING SCANNING AND SKIMMING TO MINIMIZE TIME

CONSUMING IN ANSWERING READING COMPREHENSION TEST

(AN ACTION RESEARCH AT THE EIGHTH YEAR

OF SMP N 3 SUKOHARJO IN 2009/ 2010 ACADEMIC YEAR)

RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as international language has been taught in almost every level of education in Indonesia. It becomes one of the main subjects for elementary up to college students. Even kindergarten students have also learned simple English that focuses on vocabulary. Elementary up to college students learn the four English skills. They are listening, speaking, reading, and writing. Every skill consists of other two important aspects of English, grammatical structure and vocabulary.

The English material for every skill is arranged from the easiest or the simplest one, and then the material will be more and more complex. Therefore, before teacher turns to the next level of material, he or she must ensure that the students' achievements of the previous material are sufficient to continue to learn new material. Teacher could conduct a learning evaluation to measure students' learning achievement. Students' English achievement or mastery can be known from language testing through achievement test. English achievement test indicates students' ability and potency of English.

According to Sukardi (2008: 31), there are four types and functions of achievement test. Those achievement tests cover placement test, formative test, summative test, and diagnostic test. Each type of this test has each own function.

The functions of test according to Sukardi (2008: 31) are
1. used to determine students' position in a certain grade or programs (placement test).

2. used to get feedback to improve teaching learning process for the teachers and students (formative test).
3. used to measure or evaluate students' achievement to learning material that has been taught and to determine the promotion of class for the students (summative test).
4. used to find some causes of learning difficulties, like students' psychological, physical, or social economic background (diagnostics test)

An English test for junior high school students is often designed in written test in the form of the multiple-choice type test or the essay type test. In multiple-choice type test, student is asked to choose one correct answer from some options that are given. The essay or short answer type test asks the students to write the answer of the question that is given. Every English skill test has its common form of test. Students are usually given a number of questions and are ordered to answer the test based on the direction.

The test maker usually gives the time allocation in doing the test. Students have to answer all of the questions not more than the allocation of time of the test. They have to manage their time as best as possible so they do not run out of the time. However, students often spend much time to answer reading test. They often run out of time in doing the reading test although the allocation of time is actually determined based on the students ability and the degree of difficulty of the questions.

Answering reading comprehension test will be time consuming if they use inappropriate strategies. Most students will read the whole reading passage first, and then they will read the questions that follow the passage. They will move to the passage once more to find the answer of the questions. That strategy is one of the reasons why they cannot answer the test quickly, while in fact, they only have

limited time to answer all questions. Another problem is that not every detail of information in the passage is needed to answer the reading questions but students usually read the reading passage word by word. Reading a text word by word also makes them quickly forget what they have read, as Mikulecky (1986: vii) states that "students who read very slowly, word by word, often forget the beginning sentence by the time they reach the end".

Furthermore, students are often confused by unfamiliar words that may appear in the passage. They try hard to catch or guess what exactly the meaning of the word is. Somehow, not all of the difficult words are needed in answering the questions. That is why a new strategy or technique to answer reading test quickly and efficiently is needed to overcome the above problems. Based on the background above, the writer is interested in conducting a research entitled "IMPLEMENTING SCANNING AND SKIMMING TO MINIMIZE TIME CONSUMING IN ANSWERING READING COMPREHENSION TEST (AN ACTION RESEARCH AT THE EIGHTH YEAR OF SMP N 3 SUKOHARJO IN 2009/2010 ACADEMIC YEAR)".

B. Research Problem

Based on the background above, there are three research problems of this research, they are:

1. How is the implementation of using scanning and skimming techniques in answering reading comprehension test of the eighth year students of SMP N 3 Sukoharjo?

2. How is the result of implementing the scanning and skimming techniques in answering reading comprehension test of the eighth year students of SMP N 3 Sukoharjo?

3. What are the students' responses to the implementation of scanning and skimming techniques in answering reading comprehension test?

C. Objective of the Study

Based on the research problems above the objectives of the study are:

1. to describe the implementation of scanning and skimming techniques in answering reading comprehension test of the eighth year students of SMP N 3 Sukoharjo?

2. to explain the result of implementing the scanning and skimming techniques in answering reading comprehension test of the eighth year students of SMP N 3 Sukoharjo?

3. to describe the students' responses to the implementation of scanning and skimming techniques in answering reading comprehension test?

D. Benefit of the Study

In conducting the research, the writer expects that the research will give some benefits for the readers, especially for students and teachers. Some of those benefits are:

1. Theoretical Benefit

   a. The result of the research can be used as an input in teaching learning process of English.

    b. The result of the research can improve student's knowledge about reading.

    c. The result of the research can be used as the reference for those who want to conduct a research with the same topic.

2. Practical Benefit

    a. The result of the research can help students or readers to learn new knowledge about scanning and skimming.

    b. The result of the research can help students or reader to answer reading test faster and more effective.

    c. The result of the research can help students or reader to improve their reading skills.

E. Research Paper Organization

The writer divides the research paper into five chapters. Chapter I is Introduction, chapter II is Review of Related Literature, chapter III is Research Method, chapter IV is Research Finding and Discussion, and chapter V is Conclusion and Suggestion.

Chapter I or Introduction covers six sub-topics. They are background of the study, research problem, objective of the study, benefit of the study and the last is research paper organization.

Chapter II or Review of Related Literature covers four sub-topics. They are previous study, reading covering the notion of reading and the notion of reading comprehension, scanning, skimming, language testing that covers

multiple-choice type test, reading comprehension test and the last is time for doing reading test.

Chapter III is Research Method. This chapter covers type of the research, action procedure, setting of the research, subject of the research, sample, object of the research, data and data source, method of collecting data and technique for analyzing data.

Chapter IV is Research Finding and Discussion. This chapter describes and explains the finding and the discussion of the research that covers the implementation of scanning and skimming in answering reading comprehension test of the eighth year students of SMP N 3 Sukoharjo, the result of implementing the scanning and skimming, and the students' responses to the implementation of the scanning and skimming to answer reading comprehension test.

Chapter V is Conclusion and Suggestion. In this last chapter, the writer gives conclusion and suggestion about the research.