CHAPTER I

INTRODUCTION

1.1 Background of Study

Reading was one of the four skills that should be mastered by students in learning a language. Reading was an activity to understand or get information from the text. Reading was an important activity in learning because it gives knowledge. In Indonesia, reading has an important role in every level of education. According to Dewi & Rakhmawati (2021), reading was the most important activity in the study for academic success, it was important because could be used to develop and update knowledge in the individual. Reading needs comprehension in order to understand the context and to get new information about the text.

Comprehension was one of the specific elements of reading to understand the text. Damanik & Herman (2021), stated that reading comprehension was a cognitive task to compare individual words and identify the meaning such as sentences, clauses, and paragraphs in reading activities. Reading comprehension was defined as the level of students understand the text. Reading comprehension could help students concentrate on the book they were reading and make it easier for them to comprehend information from it. Amiruddin et al. (2022) said comprehension was something we get after the reader does the reading process. If readers could read the words but didn't understand what they were reading, they were not reading. When students learned to read, they have to comprehend the text while they were reading. By comprehending the text, the students could get the idea and the detailed

information of the text. In school, reading was used by the students to face final examinations or reading comprehension test in English subjects. Therefore, that is why students need to have good reading comprehension.

However, there were many students still struggling to overcome their reading comprehension problems. The students' problems arise when they difficult to understand the text. According to Mokalu et al. (2021), students usually difficult to focus on what they read and to get the ideas of the text, especially in answering questions from reading comprehension text. It was because reading text in a foreign language was different from reading in a first language. The students read the text or the material but they couldn't reveal what content of the text. Therefore, reading foreign language material was different and more difficult than reading first language material.

To find out the problems that exist, the researcher has done an observation in class IX-F of SMP Negeri 16 Tanjungpinang, the result of the observation showed that the students of IX-F still have difficulties in comprehending English text. The researcher got the data from students' English daily test the data showed that the mean score is 52 and only 6 students (17%) achieved the minimum mastery criteria, *Kriteria Ketuntasan Minimal* (KKM), meanwhile the number of students who failed was 30 students (83%) with the minimum mastery criteria for English is 70. It means that the number of students who able to achieve *Kriteria Ketuntasan Minimal* (KKM) was less than those who were failed to achieve *Kriteria Ketuntasan Minimal* (KKM).

The English teacher of class IX-F Mrs. Sumiati, said when process teaching reading in the classroom she gave some exercises and then the students have done it, but the problem was they did not know the meaning. The important problem they were lack in vocabulary, so they felt difficult to translate the text. Then, the students difficult to find out the main idea, and make them confused. In this situation, students lost their time to read, but they didn't comprehend the text. There were some factors about students' reading problems. The students lazy to read because they thought that reading was a boring activity, the students did not have the motivation or the less interested in reading because they didn't use the strategy in reading.

Knowing the fact above, in teaching reading the teacher has to choose an appropriate technique for teaching reading so the learning process is effective. The technique used by English teachers has to be suitable for the student's ability. The researcher introduced the skimming and scanning techniques to increase the students' reading comprehension. According to Silva Soledispa & Rosales Franco (2019), skimming technique could help the students to develop their reading comprehension, because this reading technique facilitates the students to find the main idea, save the time in reading and understanding the text. Besides, Masduqi (2022) stated that scanning was far more limited, scanning involves running your eyes down the page looking for specific facts or keywords and phrases. Briefly, skimming and scanning were effective ways to help the students increase their reading ability which affects their comprehension. These techniques would help the students to settle their problems about the reading especially to find out main idea

and specific information. Using these techniques could help students to understand the text easily and would be more effective and didn't waste time.

Based on the result of the previous research using these techniques was a study done by Dina Merris Maya Sari (2016). The result of students' reading comprehension scores who have done taught using scanning and skimming techniques were good because they have an increasing score in cycle two as compared to the ones in cycle one. It means that scanning and skimming techniques were useful to improve students' reading comprehension.

Based on the reason above, the researcher was motivated to carry out a classroom action research entitled "Improving Students' Reading Comprehension through Skimming and Scanning Techniques at Ninth Grade of SMP Negeri 16 Tanjungpinang"

1.2 Identification of the Problem

Based on the observation has done in class IX-F of SMP Negeri 16 Tanjungpinang, the researcher found that :

1. Students lack vocabulary
2. Students had a low achievement in reading comprehension.
3. Students did know the meaning and students were lazy to read
4. Students lack motivation

1.3 Limitation of the Problem

Based on the identification of problems above that the researcher found in the school. In this research, the researcher focused on improving students' reading

comprehension using skimming and scanning techniques at ninth-grade students of SMP Negeri 16 Tanjungpinang.

1.4 Research Question

Based on the limitation above, the problem that could be formulated was how could the students' reading comprehension be improved using skimming and scanning techniques at the ninth grade of SMP Negeri 16 Tanjungpinang?

1.5 The Objective of the Study

This research was designed to find how the students' reading comprehension be improved using skimming and scanning techniques at the ninth grade of SMP Negeri 16 Tanjungpinang

1.6 Significance of the Study

1.6.1 Theoretical Benefit

This study was expected to give useful information to the reader and the other researcher. So, it could be used as a reference to support the theory about reading comprehension, skimming, and scanning techniques.

1.6.2 Practical Benefit

1. The English Teacher

The results of this study hopefully could help English teachers as a reference to use skimming and scanning techniques in teaching reading to improve students reading comprehension.

2. The Students

The researcher hopes the skimming and scanning techniques that have been applied could be useful and help students to improve their reading comprehension.

3. The Future Researcher

The result of this study was expected to be useful for future researchers who are interested to research with the same topic that was reading comprehension. So, it could be used as a reference and source information.

1.7 Definition of Key Terms

To give a clear view of this study, the definition of key terms is provided as follows:

1. Reading Comprehension

An activity to understand the meaning of a Narrative text, in order to get the information.

2. Skimming

A technique in speed reading that only focuses to find the main idea of a text.

3. Scanning

A reading technique to find specific information quickly in a text that you are reading.