

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the four fundamental skills for students learning English as a second or foreign language is reading. Reading is significant because it is one of the activities that cannot be separated from our life in receive information or knowledge via textbooks, journals, or publications written in English. According to Dewi & Rakhmawati (2021), reading is the most crucial academic achievement activity since it allows you to expand and refresh your knowledge. Reading, on the other hand, involves comprehension in order to understand the context and learn new things about a text or reading. According to Amiruddin et al. (2022), understanding occurs after the reader has completed the reading process. Readers who can understand the words but cannot comprehend what they read are not reading. When students learn to read, they must comprehend the content. Understanding the material allows students to derive ideas and detailed information from it. Rahmi & Marnola (2020) stated that, reading comprehension is a method for making sense of literature and acquiring an overall knowledge of what is stated in the text, rather than receiving meaning from single phrases or words.

Text plays a crucial role in the Merdeka Curriculum's learning process. This is because the Merdeka Curriculum expects students' reading abilities to develop optimally, which is essential for information acquisition, communication

effectiveness, and critical thinking skills. According to McNamara et al. (2019), text is closely related to literacy since it involves the process of comprehending, interpreting, and evaluating the information included in it, which is a key indicator in literacy development.

Literacy development in this program emphasizes students' capacity to comprehend and evaluate many sorts of text. Based on the government's learning goals for Junior High School, also known as stage D, Students are expected to be able to explain their views and experiences in clear, methodically organized paragraphs. Furthermore, they are required to demonstrate development in the use of more specialized vocabulary and basic sentence structures that adhere to linguistic principles. In practice, students are asked to develop, create, and comprehend several sorts of texts, such as informational, imaginative, and persuasive texts, using the examples presented. This seeks to promote reflective thinking abilities and linguistic competences that are critical for their academic and social growth, including reading comprehension.

Many students continue having difficulty with reading comprehension. Students' troubles come during their struggle to understand the text. According to Moku et al. (2022), students frequently find it difficult to focus on what they read and extract concepts from the text, particularly when answering questions from reading comprehension books. This is because reading texts in a foreign language is different from reading in your native language. Another issue is that to answer the reading questions, not all of the information in the passage is

required, however pupils frequently read it word for word. Reading the text word for word causes individuals to forget what they've read quickly.

Regarding the information presented above, teachers must select the appropriate reading technique to ensure that the teaching and learning process is effective. The strategies utilized by English teachers should be appropriate for the students' ability. There are various ways for teaching reading, including skimming and scanning techniques. Silva Soledispa & Rosales Franco (2019) in Wandira et al. (2023), suggest that students can find the information they require by using the skimming strategy, because this reading strategy helps students save time when reading, comprehend the material, and identify the key topic. Furthermore, according to Masduqi & Fatimah (2022), scanning is far more limited; it entails sweeping your eyes around the page in search of particular information or words and phrases. In summary, scanning and skimming are useful strategies for helping kids become better readers, which has an impact on their understanding. These strategies will assist pupils in resolving their reading difficulties, particularly in identifying the primary concept and particular details. These strategies will be more efficient and save students' time while also making it easier for them to absorb the content.

The researcher chose to use skimming and scanning strategies since past study has demonstrated that they can improve students reading comprehension. In a study that was by Ulmi et al. (2015) showed positive results when using scanning and skimming strategies to improve pupils' reading comprehension, particularly while reading recount texts. Furthermore, Wandira et al. (2023) in

her research showed positive results in using scanning and skimming strategies to improve pupils' reading comprehension, particularly when reading narrative texts. This method boosts students' motivation and involvement in the learning process in addition to their reading comprehension. And the research conducted by Mambua et al. (2020), also showed positive results in using skimming and scanning strategies for enhancing pupils' reading comprehension.

To determine the challenges that exist in the classroom, the researcher undertook a pre-observation of learning the English language in grade 8 at SMPN 14 Tanjungpinang, the same school where the researcher received an “*Pengenalan lapangan persekolahan*” (PLP). This is one of the schools situated in a remote location. During the pre-observation, the researcher discovered that students faced a variety of problems at school. The first is the students lack of enthusiasm in studying English; they believe that learning English is difficult because it is not their primary language. Secondly, students are very lacking in English vocabulary, this makes English learning conducted by teachers sometimes less effective.

In addition to the reasons mentioned above, there was one problem that stimulated the researcher's interest in conducting this research. During the observation, pupils were given a reading exam in the style of a narrative text, and they seemed to struggle with the questions. This was evident from the final results, as many students received low scores. The observations revealed that eighth-grade students at SMPN 14 Tanjungpinang struggled with reading comprehension skills. The researcher inquired about the problems encountered

by the students during the test. The students explained that it was because they didn't know how to extract information from a lengthy document, along with a lack of English vocabulary.

Considering the background description above, the researcher is interested in carrying out study entitled "The Effect of Skimming and Scanning Techniques on Reading Comprehension of Narrative Text in 8th Grade Students". The purpose of this study was to determine the impact of skimming and scanning strategies on 8th grade students' reading comprehension of narrative material.

1.2 Identification of the Problem

Based on the beginning of the investigation, the researcher uncovered a number of difficulties, which include the following:

1. Students had difficulty in analysing information in a text.
2. Students spent a long time looking for information in a text.
3. Students had no interest when learning English
4. Students lacked of English vocabulary.

1.3 Limitation of the Problem

The researcher limited the scope of the problems to make the study easier to understand. This research focused on the problem of students' difficulties in analysing information in a text.

1.4 Research Question

Based on the study limits, the researcher developed the following research question: Do the skimming and scanning techniques have any effect on reading

comprehension of narrative text in 8th grade students at SMPN 14 Tanjungpinang?

1.5 Objective of the Study

The study's goal was to ascertain how skimming and scanning strategies affected the grade 8 students at SMPN 14 Tanjungpinang's ability to comprehend narrative texts.

1.6 Significance of the Study

The findings of this research are intended to provide theoretical and practical contributions.

1.6.1 Theoretically

The outcomes of this study informed readers about the impact of skimming and scanning strategies on reading comprehension.

1.6.2 Practically

1. For English Teacher

The research findings are also expected to help English teachers increase the reading comprehension of their students by selecting appropriate and varied learning techniques, and the researcher expects that teachers will use skimming and scanning techniques as an alternative method of teaching reading. As a result, student performance will get better.

2. For Students

It is anticipated that the results of this study will assist students in improving their reading comprehension skills by using scanning and skimming strategies..

3. For Researcher

The study's findings can aid future investigations by offering valuable insights and details on the application of scanning and skimming strategies in the English teaching-learning process.

1.7 Definition of the Key Terms

To provide in depth knowledge of this research, the following were definitions of some key terms:

1. Reading Comprehension

In the Merdeka Curriculum, reading comprehension was defined as students' ability to comprehend, interpret, and evaluate written texts. Reading comprehension involved not only the literal recognition of words and meanings, but also the ability to analyze the content of the text, draw conclusions, and connect information with experience and knowledge..

2. Skimming Technique

Skimming was a speed reading technique that aimed to get an overview or main idea of a text without reading in detail. This technique was usually used to find important points in a short time to obtain information from a reading..

3. Scanning Technique

Scanning was a speed reading technique used to find specific information in a text without reading the entire content. This technique was usually used when looking for certain keywords in reading.

4. Narrative Text

Folklore narrative text was a type of text that told stories or events chronologically and was typically passed down from generation to generation in

a culture. Folktales frequently used parts of history, myths, legends, or fairy tales in order to entertain, teach moral lessons, or explain the origins of a tradition or natural phenomena.

