

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the discussion on the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definitions of key terms.

### **A. Background of the Research**

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.

The most often become to complain is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So, many students are not interest in learning English. Therefore, the English teacher suggested in order to mastering of methods, such as, Nababan (1991: 4) notices that a qualified teacher is the teacher who is able to suit best method or technique to the material that is being taught.

There are four skills that should be mastered in English, they are: listening, speaking, reading, and writing. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be

able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a matter of fact, today most students from junior high school up to university level have difficulties in all of these skills.

Reading is form of non verbal communication. Reading enables students to understand and comprehend language through form like text passage. However, in Indonesia the difficulties in mastering English are influenced by many factors, one of them is reading. Perfetti (2001: 2) state that, reading skill is an individual's standing on some reading assessment. Skilled readers are those who score above some standard on this assessment; readers of low skill are those who score below some standard. Through reading the students or the people can improve their own knowledge, experience and develop new concept and broaden their horizon of thinking which are needed to ensure the continuation personal growth and adapt the changes in the world.

Teaching reading for junior high school students must be different from children elementary school because of their different characteristic of psychological background. Peer approvals maybe considerably more important for the students than the attention of the teacher which, for younger children is so crucial. It is important for considering their classmates as the motivation in deep learning of improving teaching learning process of reading. The students must be encouraged to respond the text and situation with their

own thoughts and experience, rather than just answering question and doing abstract activities.

The Indonesians students start learning English at the elementary school as the local content and the process continues at senior high school and university. Now days, English is also taught in some kindergartens. The pupils are introduced to some vocabularies and also reading ability. But, in the case the reading is not as much as elementary school and so on.

The teaching English in Indonesia is not successful, it is start from kindergarten to senior high school event in university level. So far teaching English in junior high school (SMP) and senior high school (SMA) can not be said to achieve the expected goals. One of the most obvious indicators is the difficult faced by the students in learning English.

A summary is condensed version of a larger reading. A summary is not a rewrite of the original piece and does not have to be long nor should it be long. Jane and Kathleen (2006:9) state that, summarizing is primarily about distilling information, finding patterns, filling in the missing parts, and synthesizing the information into a condensed form. The student will be creative to summary the text with their own language and they will be motivated to study and to read the material well. Of course, they will get many new English vocabularies.

Jones, R (2006) state that, many approaches or techniques that used in teaching reading or reading ability, for example is using summarization technique Summarizing teaches students how to take a large selection of text

and reduce it to the main points for more concise understanding. Upon reading a passage, writing summary helps students learn to determine essential ideas and consolidate important details that support them. It is a technique that enables students to focus on key words and phrases of an assignment text that are worth noting and remembering.

SMPN 1 Sumbergempol is categorized as good school because this school has had status SSN (Sekolah Standart Nasional). It also a favorite school for most students in and around Sumbergempol. The students in this school often follow English contests and others contest in and outside province, most of them of the English contest is reading that is retelling story. The fact above shows that SMPN 1 Sumbergempol has good quality in teaching English especially in teaching reading, because the student can follow the retelling story contest. Teaching reading in SMPN 1 Sumbergempol usually uses oral practice and the student direct practice the talk after the teacher explains the materials. In this case, the writer will research students in reading Narrative text because the topic discussed in this semester.

In order to master reading skill, a teacher as an educator have to use good method in teaching learning process. In this case, the researcher concerns with “The Effectiveness of Summarization Technique in Teaching Narrative Text toward Students’ Reading Ability at SMPN 1 Sumbergempol Tulungagung in Academic year 2014/2015 “.

## **B. Research Problems**

Based on the research background, the research problem is formulated as the following:

1. How is the students' reading ability in learning narrative text before being taught by using summarization technique?
2. How is the students' reading ability in learning narrative text after being taught by using summarization technique?
3. Is there any significant difference between students' reading ability in learning narrative text before and after using summarization technique?

## **C. Objectives of the Research**

Based on the research problem, this particular study aimed at finding out:

1. To know the students' reading ability in learning narrative text before being taught by using summarization technique.
2. To know the students' reading ability in learning narrative text after being taught by using summarization technique.
3. To know the difference between students' reading ability in learning narrative text before and after using summarization technique in SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015.

#### **D. Research Hypothesis**

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement, the writer has two hypothesis (Darmadi: 2011), namely:

1. Ha (The alternative hypothesis): there is significant influence of using summarization technique toward students' reading ability in learning narrative text at SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015.
2. Ho (null hypothesis): there is no significant influence of using summarization technique toward students' reading ability in learning narrative text at SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015.

#### **E. Significance of the Research**

1. The Researcher

The researcher hope that the result of this study is expected to give feedback to motivate the student's themselves to get a good result especially in reading ability. Beside that, the finding of this research can provide more knowledge and experience for the writer or the researcher about the technique that use in reading ability.

2. The Teacher

The result of the study is expected to give contribution for the teacher as feedback to improve their technique and system in teaching English especially in reading ability.

### 3. The Students

The results of this study for students are as the effort to increase the students' reading ability mastery.

### **F. Scope and Limitation of the Research**

This study is conducted at SMPN 1 Sumbergempol and focus of the study is to know the significant influence on the student's reading ability in by using summarization technique, especially the reading ability in teaching narrative text which is related of SMPN 1 Sumbergempol.

### **G. Definitions of Key Terms**

In order to clarify the key terms used in this study, some definitions are put forward.

1. Effectiveness is producing the result that is wanted or intended (Oxford learners' pocket dictionary, 2003:138). Effectiveness in the research is significant increase of students' score after being taught by using writing summary in reading ability.
2. Reading is a kind of activity in translating written symbols into corresponding sound. Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.
3. Reading ability is a process of simultaneously extracting and constructing meaning through interaction and involvement by written language.
4. Summarization is primarily about distilling information, finding patterns, filling in the missing parts, and synthesizing the information into a

condensed form (Hill and Flynn, 2006:9). Summary is a short statement that gives only the main points. Summarization technique is a skill and requires proper guidance, constant practice, special efforts and proper training. Summarization is the restating of the main ideas of the text in as few words as possible.

#### 5. Narrative Text

It is kinds of the text that consist of story. Or story text. According to Cahyono et al. (2011:51) narrative text is the one of the text types that junior high school students learn in their English classroom.