CHAPTER I
INTRODUCTION

This chapter presents seven topics related to the introduction, namely background, research problem, research purpose, research hypothesis, significance, research scope and limitation, and definition of key terms.

A. Background of The Study

English is one of the international languages in the world and it is a tool for human to communicate their idea, thought, and feeling. It has been very important role because this is particularly used in almost all of countries as international language. In Indonesia, English is one of the subjects that must be learned by students, in every level from the Elementary School until the University. It says that English is learnt for all level of Education in Indonesia. According to the Indonesian National Education Standards Board, learning English in Indonesia has four language skills that should be mastered well by students, such as reading, writing, listening, and speaking (Vikasari, 2019: 139).

Reading has a very important role in Indonesia for education as one of Language Skills. A reader should comprehend the reading for certain purposes. According to Armbruster (2000: 41) defined that "comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading". For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading. However, this needs some practical and suitable methods.

In reading, there are many types of text. One of the texts, which are taught at junior high school, is narrative text. Narrative text is kind of text that tells about a story that is based on some events or experiences. According to Anderson and Anderson

(2003), a narrative text is a text that tells a story and, in doing so, entertains the audience. Its purpose is to amuse or entertain the reader with a story. Narrative text is an importance text that must be learned by students. It is stated in the standard competence of the school English curriculum for the second year students. Students are expected to be able to express the meaning in reading short functional text and simple essay in the form of narrative text and recount to interact with the environment. But, reading narrative texts without understanding is likely to be obstacles. Understanding the meaning of chain words, sentences, paragraphs that are part of it is the purpose of reading narrative texts. When students cannot understand the text well, they will find it difficult to find the main ideas and objectives of the text.

Talking about reading comprehension, the teachers must consider a strategy that is suitable for teaching reading in order to make the learning process becomes effective. The strategy itself should be adjusted with the condition of the class and the ability of the students. To find out the problems that exist in the class, The researcher has done an observation in the class and interview to the English teacher at SMPN 1 Pogalan.

From the result of the observation and interview, it revealed that the second year of junior high school students had a problem in reading. When the researcher asked about the students' reading ability, the teacher said that the students are weak in reading comprehension. From the observation and interview, the researcher found the fact that the eighth grade of junior high school students of SMPN 1 Pogalan had a problem with reading that the students' reading comprehension was still low. It could be seen from the students' reading achievement score. There were some facts that indicated the problem.

First, students' interest of reading is still low. Second, students had difficulties in understanding the text. They had difficulties in finding the main idea, identifying supporting idea,

and understanding meaning of word, phrase, and sentence. Third, the students needed a lot of time in understanding the text. They did not use any kind of strategies when reading the text especially in reading narrative text. Consequently, they spent much time to answer the comprehension questions related to the text and copied their friends' work.

One of the techniques that can be used in reading is skimming. Harmer (2001:202) states that skimming is technique in finding over to get a quick idea from the core of text. This indicates that we simply require a little amount of time to read the content. This is because the text's overall message is typically contained inside specific lines or phrases. provides an affective study technique when applied to reading of the text. Skimming is a useful technique that improves the way to read, and supports students' creative problems solving. It means, we simply need to swiftly read specific sections or lines of the text. By using skimming, students can quickly identify the main ideas of the text. Moreover, Careyus (2009) states that skimming is memorizing technique that helps in representing ideas. It can be used for generating, structuring, visualizing, classifying the ideas and they are very useful for problem solving and reading. Students can also make planning of some task easier. Meanwhile, According to Brown (2002: 308), "Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas".

On this ground, the researcher thinks that it is necessary to raise the problems into the research entitled "Improving the Second Year Students' Reading Comprehension in Narrative Text through Skimming Technique at SMPN 1 Pogalan".

B. Statement of the Problem

Based on the background presented in the previous section, the writer formulates the problem as follows; "How can students' reading comprehension skill be improved by skimming technique in narrative text?"

C. Purpose of the Study

Based on the statement of the problem stated above, the writer formulates the purpose of the study is intended to know how skimming technique can improve the second-year students' reading comprehension in narrative text at SMP Negeri 1 Pogalan.

D. Significance of the Study

The findings of the study are intended to give beneficial information for people in education field and give contribution for:

1. The students

   This action research is useful for the students to practice their reading on narrative text through skimming technique to improve their reading comprehension.

2. The English Teacher

   This action research result is hopefully useful as information to the English teacher, especially at SMP Negeri 1 Pogalan, in teaching reading by skimming technique in narrative text to improve students reading comprehension.

3. The Future Researcher

   This action result is hopefully useful for other researches who want to conduct an action research by using narrative text through skimming technique on other language skills or language components.

E. Scope and Limitation of the Research

The study is about improving the second-year students' reading comprehension in narrative text through skimming technique. The subject of the research is limited of the eight-year students of SMP Negeri 1 Pogalan at the second semester. It is focused on teaching of one language skills since convering all languages skills would impossible due to the time limit. To avoid the difficulties to understand the writing, the scope is limited as follows:

1. Teaching reading through skimming technique is focused in reading comprehension in narrative text.
2. This study is limited to the second year students of SMP Negeri 1 Pogalan.

F. Definition of Key Term

The following definitions are intended to provide the readers with the same understanding or perception of term used in this study.

1. Reading comprehension, consist of two words, they are;

Reading is an interactive process that goes between the reader and the text. The text presents letters, words, sentence, and paragraph that encode meaning. The reader use knowledge, skills, and strategies to determine what that meaning is. Comprehension is an ability to understand the meaning or importance of something or the knowledge acquirel as a result.

According to Kurniawan (2013:4) has stated that reading comprehension as the process to get precise understanding of the writer's message through simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement.

2. Skimming technique

Skimming is a reading technique in which the reader reads quickly, reads the text and the reader's goal is to get the core of the text (Basri et al., 2022:28). In skimming, the students only read the passage in order to get and determine the main idea. Students should understand the meaning of some words to make them understand the context of the passage.

3. Narrative

Narrative text is a story which uses spoken or written language. According to Susilawati (2017:103) narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. In addition, Djatmika (2013, p. 3) define a narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story. A narrative text has a structural organization that includes orientation, complication, and resolution (Djatmika, 2013:18-19).