

## **I. INTRODUCTION**

### **A. Background of the Problem**

Reading is one of the skills required by the students when learning a language. By reading which is categorized as an active process, the students are able to get a lot of information from the text. Here, the readers are expected not only able to comprehend or understand the written symbols combined with their prior knowledge but also comprehend what is stated and what is unstated in the text both in authentic and inauthentic texts. Smith (1982: 5-6) mentions that comprehension in reading as a matter of making sense of text, of relating written language to what we know already and to what we want to know. Therefore, raising students' awareness of learning strategies in reading and helping them utilize these strategies when reading are crucial aims of teachers in the classroom in order to make them able to comprehend the information available in the text more comprehensively.

According to School Based Curriculum (KTSP) for class eight of junior high school, students are expected to be able to comprehend stated and unstated information from a text. Students have to be able to understand the main idea of a text, the topic sentence and the factual information, the stated and the unstated information in the text as well as understanding the vocabulary in the text. But,

based on the researcher's teaching experience at SMPN 2 Sukoharjo, Pringsewu, students still got low score in reading and failed in revealing the stated and unstated information and understanding the vocabulary in the text. They mostly failed because they had had a hesitation in doing reading test, moreover, if the text was long and the vocabularies in the text were quite new for them. Based on the result when students were given a reading test focusing on revealing stated information, unstated information and vocabulary, 27 students or 67.5% failed because their score didn't pass the minimum standard score, which is 75. And there were only 13 students who passed the standard score. The following table described the result of the test.

Table 1.1 Students' Reading Score in Pre-Research

Number of students	Score	Percentage
27	< 75	67.5%
13	> 75	32.5%

Considering that 67.5% of the students did not pass the requirement of standard competence and basic competence (SK/KD), the standard of SK/KD in this research is 75. When the standard is 80, students who passed the standard is only 5 students or 12.5%. So, the current standard is still considered as the most realistic standard to be reached as it is also the target score determined by the school for English subject and this classroom action research was used to prove whether or not the implementation of skimming technique can help students improve their reading comprehension.

Some research in second language reading has also focused on readers' strategies. Grabe and Stoller (2002: 12) reinforced the importance of efficient reading strategies. Reading strategies are of interest for what they reveal about the way readers manage their interactions with written text, and how these strategies are related to reading comprehension. Several empirical investigations have been conducted into reading strategies and their relationships to second language reading comprehension. Students are made aware of the strategies used in reading through the use of strategy instruction like skimming and scanning. There seems to be enough evidence to be confident that such strategy can, indeed, be effective at helping students learn more successfully and improve their reading comprehension.

Table 1.2. Students' Mastery on Components of Reading

Components	Percentage
Finding Main Idea	30%
Inference	35%
Reference	67%
Vocabulary	74%

The above table shows the result of students' mastery in some components of reading found in pra-research done by researcher. Most students face difficulties in finding out the main ideas and inferences in a certain text. In order to be able to get the information, students therefore need to be able to skim the content of a text. Since the problem of the students in reading is the lack of awareness in reading and lack of strategy in doing reading test, training students to master skimming technique seems to fit to be implemented in this research. Sutarsyah (2010: 64) said that this technique is the effective technique used for

effective reading. Skimming is meant to go through a reading material quickly in order to get the gist of it, to know how it is organized, or to get the idea of the tone or the intention of the writer. Therefore, this technique was appropriate to answer the problem in this research.

In brief, because it was found that students mostly failed to answer questions in a reading test due to the lack of understanding of an appropriate reading technique. Hence, the teaching of this technique was intended to equip students to deal with reading tests. Then, this research was used to see how skimming technique could improve students' reading achievement.

## **B. Research Questions**

Based on the background of the problems above, the research questions of this research are formulated as follows:

1. How can students' reading achievement be improved through the implementation of skimming technique at class VIII D of SMPN 2 Sukoharjo, Pringsewu?
2. Does the implementation of skimming technique increase students' participation at class VIII D of SMPN 2 Sukoharjo, Pringsewu?
3. How is teacher's performance in the implementation of skimming technique used to improve students' reading achievement at class VIII D of SMPN 2 Sukoharjo, Pringsewu?

### **C. Objective of the Research**

The objectives of the research are as follows:

1. To investigate how the implementation of skimming technique improves students' reading comprehension at class VIII D of SMPN 2 Sukoharjo, Pringsewu.
2. To see whether or not the implementation of skimming technique increase students' participation at class VIII D of SMPN 2 Sukoharjo, Pringsewu.
3. To see teacher performance in the implementation of skimming technique used to improve students' reading achievement at class VIII D of SMPN 2 Sukoharjo, Pringsewu.

### **D. Uses of the Research**

This research will be hopefully useful both practically and theoretically.

1. Practically, this research can be useful for English teachers to implement this technique to improve their student's reading comprehension.
2. Theoretically, this research can be useful for supporting the theory about the use of skimming technique to improve student's reading comprehension.

### **E. Scope**

This classroom action research is focused on the improvement of students' reading comprehension and classroom participation through the use of skimming technique. The texts which were employed in the research were descriptive texts suggested by School Based Curriculum (KTSP) for the second semester of the class eight of junior high school (SMP) students. The test that was administered to see how indicator was achieved was reading test focused on finding main idea, making inference, finding specific detail, finding reference and finding the meaning of certain vocabulary, meanwhile to see how the technique could improve students' participation, this research used student observation sheet and teacher's performance sheet.

### **F. Definition of Terms**

1. Skimming technique is an effective reading technique used to make inference and to find out the main idea, the tone and the organization of a text.
2. Reading comprehension is reader's ability to make sense of text, of relating written language to what we know already and to what we want to know.