CHAPTER I
INTRODUCTION

A. Background of the Study

Reading is an important skill in foreign language learning. Students are expected to be competent and to develop reading skill in both formal and informal situation. It needs to be supported by English aspects namely: vocabulary, grammar, and pronunciation which are appropriate to Junior High School standard competence. The students are expected to be able to read, it means they are able to share ideas and opinions to the readers through English reading skill. Reading skill is viewed as the measurement of English learning. It is the important requirement for Indonesian student’s success in welcoming global era. Reading involves a process of building and sharing meaning through the use of language orally and the students will know the way how to express language communicatively.

They will learn how to express utterances meaningfully. It also leads them to make interaction in the society by using language since reading is one of important skills that should be mastered by the students in learning foreign language. In fact one of the four English skills which are not taught well at Junior High School is reading, the students are difficult to read, some of them, even, think that it is a difficult subject. The result of learning English does not achieve minimum criteria for completeness. It is caused by internal and
external factors. The internal factors include motivation and interest while the external factors are teachers’ teaching techniques and teaching media.

Based on the researcher’s observation, the students’ skill in reading is still far from what it should be. The first problem deals with the students are not be accustomed to speak in front of the class and they feel shy if they want to express their opinion. And 30% of the students’ marks are worse or they do not pass the test.

Therefore, teaching English especially reading should be distributed to the students by using many creative techniques. Through that way, the students will be interested in studying English. The teachers should also be able to use some teaching media. According to Moalani (2007: 34), in general, there are three kinds of media in teaching process. They are audio, visual, audio visual. Mc Keachie (2005: 29) states that film, television, among many examples, can be used for educational objective; to achieve students’ comprehension. Then, Rohani (1997: 86) also gives statement that skimming and scanning techniques are kind of visual media that can be effectively used in teaching English. Nowadays, reading skimming and scanning techniques are commonly preferred by most young learners.

This fact and Rohani’s statement are inspiring the writer that skimming and scanning techniques can be applied as interesting and effective methods in teaching English, especially in teaching reading. One of the reasons is that condition will make students understand the dialogue easier which it is one of basic competencies that must be mastered by the students at class VIIIof
Junior High School. Teaching English reading by using skimming and scanning techniques leads the students to understand the dialogue taught by the teacher, the picture in the skimming and scanning techniques will help the students to comprehend the meaning of words and the topic in the skimming and scanning techniques. Moreover, they can practice it in their daily reading.

However, based on the writer’s observation, there was a low motivation in studying English, the students were passive in learning English and they did not have self-confidence in reading English. One of factors that cause the condition was the use of media by the English teachers like books, pictures, or photographs. The writer thought that the students also need new and creative media to increase their motivation and grades. In this case, skimming and scanning techniques are the kind of method that can solve the problem. So it could be a solution to solve this problem.

Based on the identification and observation, the writer is interested in conducting a research paper entitled: “The Implementation of Skimming and Scanning in Teaching Reading at the SMP N 1 Ngrampal, Sragenin 2015/2016 Academic Year”

B. Identification of Problem

The problems identified in this research are:

a. The students are less motivated to study English well

b. Less implementation or techniques from English teachers, so the teaching and learning process has obstructed.
C. Limitation of the Problem

This research is only limited in the Junior High School Students, especially in English reading skills of SMP N 1 Ngrampal Sragen. This limitation is taken by the reason of cost, time, and energy saving, besides to make this research more focused.

D. Problem of Statement

The problem of in this research is: How the implementation of skimming and scanning in teaching reading at the SMP N 1 Ngrampal Sragen. It includes objective and classroom observation.

E. Objective of the Study

The objectives of this study are as follows:

1. To describe the objective of Skimming and Scanning implementation in teaching reading at the SMP N 1 Ngrampal Sragen.
2. To study the classroom activities when applied Skimming and Scanning in teaching reading at the SMP Negeri 1 Ngrampal Sragen.

F. Significance of the Study

The significance of the study is divided into two ways:

1. Theoretically
   a. To the next researchers, it will be a new reference for reading skills teaching of Junior High School.
   b. For the English teachers, it provides an implementation that will be applied in reading teaching and learning process.
2. Practically

1. To improve students’ skills in reading by using skimming and scanning techniques, so the students can read fluently in their environment in their daily activity.

2. Through skimming and scanning implementation, they can improve the teachers in teaching of student’s reading skills.

3. For SMP N 1 Ngrampal Sragen, it will be a new reference for using skimming and scanning.

G. Research Paper Organization

Chapter I is Introduction. This chapter contains about: Background of the study, identification of the problem, limitation of the problem, problem statement, significance of the study, and research paper organization.

Chapter II is Review of Related Literature. In chapter II, the writer reviews previous study, teaching reading, techniques for teaching reading, skimming, and scanning.

Chapter III is Research Method. This chapter would discuss about: Type of the study, setting of the study, object of the study, data and data source, method of collecting data, data validity, and technique for analyzing data.

Chapter IV is Research Result and Discussion. This chapter contains about research result that showing all the research results after all data had
been analyzed. In the other part is discussion. All the results of research then discussed to get the conclusion.

Chapter V Conclusion and Suggestion. This last chapter discusses conclusion, which is the resume of research results and discussion. While, Suggestion contains about the researcher’s expectations for the readers and any other researchers.