

CHAPTER 1

INTRODUCTION

This chapter presents (a) background of the study, (b) identification of the problems, (c) limitations of the study, (d) formulation of the problems, and (e) significance of the study.

A. Background of Study

Reading is one of the most important skills in learning English. Reading, which means language, is a form of literacy for ourselves, but from reading we can also see the skills and abilities of students, especially when reading in English. According to (Qalby, 2014) stated reading is using a text to create the meaning of a word. Then from the word comes creation and meaning. If no words of meaning are created, there is no reading taking place.

Furthermore (Fitria, 2019) stated that reading is an ability and skill that attracts all students because they can interpret the information correctly. Meanwhile, to (Saini et al., 2021) explained reading is an "interactive" process, namely between a reader and a text, that leads to fluency in reading. In this process, our minds interact, engage in dialogue, and actively engage with texts to decode, assign meaning, and interpret them. Then, according to (Qalby, 2014) stated reading is a very important skill in learning English in today's world; therefore, reading can support the

overall development of children's skills and provide access to important information at work and in school.

The methods provided by teachers have a huge influence on the development of students' ability to understand language skills. Most likely, these children will already be used to speaking English when they get used to it.

During puberty you will have a great opportunity to speak like a native English speaker. Can be said, English learning can be started from an early stage, wherever possible mastering English can become easier and more productive. Related to this, English is something that is challenging for EFL students to learn, especially for college students who major in English, because they have to be diligent in studying English where they don't grow up in areas where English is spoken every day. In other words, learning English is not something that is as easy as humans imagine.

Moreover, students should try harder to make English a real language used in everyday life, as we know by the majority of Indonesian people or the places where we are growing up and living now, still think that using English in everyday life is something This cannot be said to be a normal condition, because it will cause controversy don't like and don't respect the use of our language or Indonesian.

According to (Nuraini, 2016) explained the use of language and input is very important for Language acquisition will not be enough if it is not followed by interaction and output (language produced by the learner) due

to Processing different understanding of the production process, and capabilities Understanding the meaning conveyed by a sentence is different from the ability to use a linguistic system for expressing meaning. So, interaction with other people is also necessary, someone who is able to speak fluently despite his pronunciation and grammar. Through the ability to learn English, it is hoped that someone can adapt to learning and mastering English knowledge through different reading techniques.

Language is one of the most important and crucial aspects in human life. Because with language people can interact or communicate with each other, either way through, written, spoken or through body movements or what is usually called body language. To be able to understand a language, of course we have to collect or acquire a lot reference.

In collecting these references there are of course many ways, methods or techniques that are used. Different people certainly have different techniques or methods they use. There are those who get it by observing or listening, interacting with other people, and there are also those who obtain it by reading, whether regional languages, national languages or other languages International.

Talking about international languages (English), there are several countries that make English one of the mandatory lessons in schools, for example: Malaysia, Kenya, Sudan, the Philippines, Thailand, Singapore, India, China, Korea, including Indonesia and many more. many others. Among these countries, they have different levels use of English. There

are those who make it a second language which is wrong one example is India and there are also those who use it as a third language, for example Indonesian.

However, almost all Indonesian people know and call it a foreign language. Several reasons why this "foreign" word is embedded in English, namely because of the way it is read and the writing is different, besides that one word has various forms and meanings that are adapted with the context of each sentence and how rarely people hear and use it English in daily life activities.

In learning, English has four basic skills (four skills) that are mandatory owned or controlled by students. The four skills are, listening, writing, speaking and reading. Writing and speaking are skills that are closely related to production, either in the form of a sound made by expressing or mentioning several words or

Sentences or products in the form of symbols or other things that can be seen by the naked eye are products of writing. Meanwhile listening and reading are internal skills get or receive a message. So they can be considered responsive or receptive skills. Talking about reading problems (Grabe, 2005) defined reading as an interactive process between the reader and the reading material he reads which is the result of his reading skills. Meanwhile Pang. et al. argued that reading is a complex activity that involves perception and thinking consisting of the recognition of words and understanding processes.

Reading in Anderson's eyes is an interaction between 4 objects, namely, the reader, the material. Waring (1997) explained that intensive reading is a very learning experience It is important to learn vocabulary as well as understand how text looks like. Meanwhile Dai and Gao (2012) expressed that intensive reading increases reading comprehension.

The benefits of reading according to Amir and Rukaya (1996) are as follows

1. Increase your treasury of knowledge and life experience
2. Increase intellect, intelligence and deepen appreciation of knowledge
3. Enrich vocabulary and increase the vocabulary of appropriate expressions
4. Expand your horizons of thought and outlook
5. Arouse creative power to create.

In order to understand reading material completely and quickly, a reader must have skills or skills in reading. This reading skill is usually called or known in the process of learning and language learning is understanding reading or language English is usually referred to as reading comprehension. Reading comprehension or reading comprehension is a process of constructing meaning from reading material by combining previous knowledge and experience, information contained in the text and the reader's views related to the text he is reading.

The ability to read quickly is a very important thing to master. In order not to miss the latest information, you need to be able to read quickly absolutely necessary. Speed reading is the activity of reading quickly with relatively short time to understand the outline of the content or main idea of a reading, without neglecting the understanding of the content. The uses or benefits of speed reading are can understand the information or content of a reading quickly and in a relatively short time short so we won't miss the latest information.

Additionally, insight will also expand as technology develops and the flow of information increases growing very fast. Factors that can hinder reading speed come from factors internal and external. Internal factors are factors that originate from the reader, such as: vocalizations, lip movements, head movements, and so on. Meanwhile, external factors are factors that come from outside a reader, such as environmental, social, traditions, myths or mystical beliefs, negative suggestions, etc., such as: variables on writing/reading text.

Reading comprehension strategies help students better understand what they read. Allow students to make choices and feel ownership over their reading. Use choice boards, flexible grading, even self-determined assignment due dates. Provide frequent and focused feedback. Supervise students closely, so that when they reach a milestone, you can praise and encourage them.

The way to overcome this is to eliminate the habits bad habits when reading, improve concentration, increase motivation read, and instill in yourself that reading is an active activity fun and not a boring activity. Basic capital required One way to increase reading speed is to have a good vocabulary adequate, able to concentrate, have good physical and mental condition and support, and the most important thing is background knowledge. (Duke, 2003).

Reading comprehension according to (Anderson & Cheng, 1999) stated that is a complicated mental processes that require cognitive involvement, namely from top to bottom top-down) or vice versa from bottom to top (bottom-Up). Besides that, understanding or views about reading comprehension also comes from Rand (2002) who argued for comprehension

Reading is a process of eliciting and making meaning by engaging or interacting directly using written language. So reading comprehension can be concluded that it is a very complex mental process related or related to the creation and arrangement of meaning involving aspects cognitive through combining previous experience and knowledge with current knowledge currently obtained (from reading material) either by using a top-down reading model or bottom-up by interacting or engaging directly with written language or text.

If you look at some of his descriptions above, both in terms of language in general and from in terms of reading comprehension or what is

commonly known as reading comprehension, then Learning to read is not only about recognizing words but also about understanding text or reading material (Tierney, 2005).

Reading, fluency and reading strategies. Meanwhile, in his view, Nunan (1991) reads in the traditional view, basically by interpreting symbols that correspond to the aura in a search to understand the text. The definition of reading was also conveyed by Amir and Rukaya (1969) who explained that reading is a process of capturing and understanding ideas accompanied by an outpouring of soul in experiencing the problem, meaning, reasoning and intuition working together in understanding and appreciating reading. Based on several opinions above, it can be concluded that reading is something the process of interaction between readers and reading material using skills and techniques

Based on the definition above, it could be concluded that reading is an activity and skill in finding out and understanding the meaning of a text as a whole. Reading can allow children to develop a sense of creation through a variety of texts and images that make sense to them in unfamiliar places. Reading is also described in the text because reading is a process that is not easy for underage children and cannot be controlled.

Limited to one or two interpretations, by reading, we can improve and express our abilities. Reading is a process carried out and used by a reader to gain knowledge that is conveyed by a writer through words that can be seen and known by the reader. There are several types of reading

and strategies, such as skimming, scanning, intensive reading, and extensive reading. One important reading skill is reading comprehension (Panjaitan, 2023).

According to Yuliantini (2020) explained that reading comprehension is the process of deciphering complicated reading, including phrase nouns, phrase sentences, knowledge, and vocal fluidity. The ability to comprehend the intent of the writing in a text is what is meant by reading comprehension. By using that definition, we can understand that reading comprehension involves more than just the content of the book but also our oral fluency while reading.

Another expert Rombo t(2020) stated that understanding a text involves interpreting its meaning. The reader's prior knowledge affects how the meaning of the text is interpreted. When reading a text, each person has a unique capacity for comprehension. More than just understanding the writer's messages, reading comprehension does not refer to pronouncing the text with ease. Therefore, when students are comprehending the material their brain works to try to make meaning of information presented.

Furthermore, according to Etfita (2018) explained reading comprehension enables kids to develop their brains, think more clearly, acquire more knowledge, write better reports, and gain knowledge of the things in the world that are written in English.

Reading comprehension is a method to encourage reading because it focuses on the text's meaning (Al Aziz & Yusanti, 2020). Meanwhile, according to Astantih (2022) defined that reading comprehension is a complex process that involves the interaction of many people. The components consist of the readers' background knowledge, the strategy they want to read, seeing the text they want to read so that students are interested in reading about the topic, and their knowledge of reading about their learning.

Furthermore, Astarilla (2015) defined reading comprehension as a student's ability to create meaning from text. Then, according to Sari (2017) stated that reading comprehension is a challenging skill in English because pupils must interpret the information in the text when they read. Reading comprehension is understanding text while reading. According to Kirby (2014), defined that Reading comprehension issue itself contains how texts that come together to create something that contains information, whether it is inviting persuasion or just providing information. Reading comprehension should also be useful for the reader, but if the reader cannot capture the good things from all the police then it will be a failure.

Several efforts can also be made as educators and students, namely by working together to have high motivation in reading, What we can do is facilitate and also receive a positive response and provide reinforcement in reading. This can be done by capturing an interesting reading. In this

regard, of course the technique or method chosen must be appropriate in order to achieve the desired desire or goal.

Reading comprehension is the process by which we understand the text we read. This is the purpose of reading as well as a prerequisite for meaningful learning from the text. Understanding. Reading comprehension is the ability to understand the text that is being read. Able to understand, analyze and respond to documents and written communication in the workplace improve writing skills so that they appear clear and effective can increase reading focus for a long time. Good reading comprehension can make look professional Reading activities feel more enjoyable

Reading is the application of developing skills for another purpose (listening or oral comprehension) to a new form of input (text). Unlike listening comprehension, comprehension reading is not something our brains have evolved to do. While verbal understanding seems to be develops “naturally” with minimal intentional intervention, reading comprehension is more pliers and requires deliberate instruction. Fluency, experience and interest are some of the important influencing factors

Reading comprehension. There is a significant correlation between reading interest and reading comprehension. fic. Reading is an important activity in people's lives. Because of society need information, knowledge, entertainment and much more to achieve the goal of read them. Brummitt (2012) underlined that reading comprehension is wrong one pillar of the

act of reading. It is the act of understanding what you read. With Thus, it is clear that reading is related to understanding.

There are several important factors that influence reading comprehension, namely: fluency, experience and interests. Ideally, interest will arise when students choose the topics they want to read.

Interest will play an important role in encouraging students to consider activities

read as his favorite so he will enjoy during the reading process. Apart from that, it's interesting very closely related to curiosity. Guthrie et. al. in Reski (2018) stated that reading comprehension will be more effective if supported by interest. In this case, from this view it can be concluded that

Reading comprehension and interest have a strong relationship because reading comprehension will supported by interest. Based on research conducted by Reski (2018), the results were found Most students have very little interest in reading, this shows that when they do assignments related to reading, consisting of several passages simple. They prefer to answer the passage directly without having to read it. Factors It cannot be ignored in teaching reading comprehension. Lenz (2014) and Quirk and Beem (2012) mentioned several influencing factors

Reading comprehension, namely: readers about the topic, knowledge of language structure, knowledge of text structure and genre, knowledge of strategy and metacognitive, their reasoning abilities, students' motivation, and their level of engagement. Need It is known that

knowledge of language structure or grammar knowledge is wrong an important factor in reading comprehension.

Barab and Squire's (2004) explained research on high school students in Kansas, United States, stated that a positive relationship was found between reading interest and reading comprehension sample. This means that as students' interest in reading increases, so does students' interest in reading. Increased understanding also increases. In Barab and Squire (2004) stated that these findings show that support the statement of Miranda et al. (2011) because they note that there is evidence that supports the hypothesis that reading interest and engagement are key determining factors reading comprehension.

Based on the definition above, it could be concluded that reading comprehension is more of a reader's ability than just being able to recognize the meaning of individual words, read printed words accurately, or see words clearly. Thinking, feeling, and creativity are all required when reading.

Reading motivation is not a novel concept in reading skills because it follows crucial learning rules. Reading in a foreign language is challenging because it takes work to determine a word's meaning or define it, then combine the meanings of words to create sentences that convey information. The study by Alhamdu (2016) showed that there was a relationship between interest and students' reading motivation based on numerous studies that have been undertaken by various researchers

linked to students' reading motivation and its relevance to students' understanding.

Motivation is a driving force behind language learners' efforts to pick up a foreign tongue (Marsela, 2017). Then, according to Kuntari (2011) of the willingness, need, desire, and encouragement of students to be involved in the learning process are examples of motivation in the classroom. Additionally, according to Etfita (2018) there are differences in the learning outcomes between student groups with low and high motivation in the areas of reading and writing.

As a result, students' motivation can affect their learning outcomes (Marsela, 2017). Meanwhile, kids have several motivations for studying English. While learning to read is undoubtedly difficult, there are still ways to improve reading comprehension. Students will devote all of their time to the reading task when they are highly motivated to do so (Qalby, 2014). Therefore, before involving kids in a reading program that can enhance their academic performance, teachers must first create reading motivation. Their participation in the teaching and learning process is made possible by the reading instruction they get (Fitria, 2019).

Reading motivation is an important concept to discuss, especially in order to improve children's competence in facing world developments. Reading is important because it determines children's success in school, especially older children who frequently encounter material lessons with lots of reading (Guthrie, et al., 2007). By reading, they will gain

knowledge and experience in reading and writing as one of the factors predicting success state (Central Connecticut State University [CCSU] 2016). Individual actions to read needs to be driven by motivation towards an activity (Ryan & Deci, 2000). Motivation consists of 2 types, namely intrinsic motivation and extrinsic motivation.

Research on reading motivation requires valid and reliable measuring instruments. Measuring tools for Measuring the reading motivation of teenagers aged 12-18 years in Indonesia is still very minimal. Therefore, a valid and reliable reading motivation measuring tool is needed. The test is declared valid will be an appropriate, meaningful and useful basis for the conclusions made (Gregory, 2004). Reliable means providing consistent results if measured repeatedly (Gregory, 2004).

Reading motivation is a multidimensional variable, especially when tested on participants of elementary school age and above (Guthrie, et al., 2007). Measuring motivation to read a lot tested on children aged preschool to early elementary school age (grades 1-3 elementary school). originating from outside Indonesia (Klauda, 2009; Morgan, Fuchs, Compton, Cordray, & Fuchs, 2008).

Reading motivation is a process that encourages reading activities so that readiness appears as well as endurance to achieve reading goals reading can increase a person's ability to know something they did not know before, so that a good reading experience will also produce a good

experience for someone in knowing something that was not previously known in this discussion, reading is something that a person should have.

So, in relation to the knowledge that one wants to know, a person must have a high level of motivation to read so that the higher the person's desire to know something that they don't know yet. In this case, the teacher is a very important element in helping students to know things they didn't know before. By reading, students can find out things they don't know yet based on their own understanding.

As previously explained, motivation is divided into two, namely Motivation that comes from outside is called intrinsic motivation and motivation that exists because of one's own desires within oneself is intrinsic motivation. What should be done to improve learning ability in reading? namely by starting to find out how students can like the techniques used by teachers to encourage them to read so that this motivation can grow in them while learning.

Based on the definition above, it could be concluded that reading motivation is how English teachers in an Indonesian high school setting affect their students' motivation for the success of their learning by selecting appropriate teaching materials and tactics used in the classrooms. implies that teachers need to be able to students' interests and learning drives while also raising their awareness of taking part in class activities.

Based on the first observation that the writer made at SMP Negeri 18 Palembang, she found some problems related to learning English. Primarily, the problem of getting the minimum standard of school that already set by curriculum scores. KKM is the minimal scores that must be passed by students especially in SMP N 18 Palembang is 70 scores for English subject. Related to this, the writer found that the students still got some problems. Namely: 1) there are still many students who get scores below the KKM; 2) there is low motivation among students to read long English texts; and 3) many of the teachers who teach at SMP N 18 Palembang still use boring methods.

Table 1.1
The data of students' result of semester examination
SMP Negeri 18 Palembang

Name	Scores
Aisyah	64 / 70
Rizki	43 / 70
Qarin	50 / 70
Risky	55 / 70
Hessy	50 / 70
Maharani	40 / 70
Haidar	80 / 70
Ridho	25 / 70
Syakira	28 / 70
Muhammad	80 / 70
Salwa	52 / 70
Athifa	90 / 70
Fathir	42 / 70
Nyimas	20 / 70
Chaca	22 / 70
Arjuna Putra	25 / 70

Satria	90 / 70
Dhani	49 / 70
Nashwa	21 / 70
Syahrini	10 / 70
Zahirah	58 / 70
M.Marpel	50 / 70
Alifian	11 / 70
Putra	67 / 70
Alfarido	49 / 70
Pratiwi	50 / 70
Pratama	13 / 70
Tsabitah	33 / 70
Rohmah	64 / 70
Ilham	90 / 70
Rafly	40 / 70
Hazizah	13 / 70
Nurillah.	70 / 70
Badzlin	34 / 70

Based on the data above about the results of students semester examination can be known that the fact is 35 students get the below score or the minimum of standardization of SMP Negeri 18 Palembang that is 70. Furthermore the students that get the passing score only 6 students. From this results it can be concluded that students of SMP Negeri 18 Palembang still facing the problem with getting the scores related to English especially reading skills. From this explanation, it makes the researcher interested in doing the research to find out about why the students have the problem of facing getting a good scores in English material especially reading skills.

It can be concluded that students at SMP Negeri 18 still face difficulties in learning to read well, Having data that can be used by researchers in

researching students at SMP Negeri 18 makes it a reference for applying summarizing techniques in their reading motivation.

After having an explanation about reading motivation and reading comprehension related to students ability for summarizing technique in case of students SMP Negeri 18 Palembang facing their English skills especially reading. The researcher has a strong reason for making this research is to be important enough to be studied as what the problems that already explained.

It is also supported by empirical data and theoretical data that the researcher already found by a study of (Nurhayati & Fitriana, 2018). Their study identify that the students related to the problem that they face in title of **“Effectiveness Of Summarizing In Teaching Reading Comprehension For Efl Students”** This problem highlighted in this study is the low of reading comprehension of the students at SMP Negeri 18 Palembang that is caused by (1) the students’ difficulties to understand about meaning in the text; (2) the students’ difficulties to read and spell it correctly whether in spoken form or written form.; (3) the lack of vocabulary.

The research design in this study was pre-experimental research with one group pre-test post-test design. It can be concluded that this research also has a theoretical data related to the researcher would like to study about it shows the significant problem that already proved by previous study. It has a similar problem to the researcher would like to discuss and

study how important knowing about how can The Influence Of Summarizing Technique And Reading Motivation Toward Reading Comprehension Achievement works.

According to Guanabara (2015), an excellent summarizing has several qualities. They are as follows: (1) It is written in ordinary paragraph essay form; (2) It begins with identification material; (3) It clearly states the overall main idea of the original work; (4) It discusses the author's main points and their supporting details in the order followed in the original; (5) It is written in the reader's own words, which filter and condense the author's thought; (6) It does not include large pieces of direct quotation from the original; and (7) It does not include the readers' reactions or comments on the piece.

The effectiveness of using the summarizing technique on EFL learners' reading motivation was studied by Fullfillment (2022) which shows that understanding students' motivation and the primary factor influencing it is crucial. According to Marsela (2017) she examined the connection between pupils' reading motivation and reading comprehension. Pili Parliyah and Tanti Khotimah's study of the relationship between students' motivation and comprehension success

Furthermore, many students struggle with summarizing because they lack the skills necessary to do so effectively. Instead of highlighting the key parts of the text, they rewrite the entire passage, which makes it harder for

them to remember and comprehend what the text is about. Success in learning is largely supported by interest in reading. Additionally, interest

Reading is the initial condition for the reading process to occur. Reading is a skill Pills that are closely related to various aspects of knowledge, be it knowledge about science social and scientific. Reading is one of the main doors to access knowledge. This knowledge will of course be understood and mastered optimally through an active, persistent and continuous learning process. Reading allows individuals to improve intelligence, accessing information and also deepening one's knowledge.

Sem-

The more often you read books, the wider your knowledge will be. On the contrary, increasingly rarely read books, the knowledge that individuals have is increasingly limited. Interests are usually categorized as individual/personal and situational interests (Eidswick, 2009). According to Mckool (1998) stated that reading interest is defined as the reading that students do is outside the school complex. Furthermore, U.S. Department of Education (2005) defined reading interest as whether students like to read in their free time or at home or whether whether they like going to the library or not. Dalman (2014) concluded that interest in reading is an activity carried out with high persistence in order to form a pattern communication with yourself to find meaning in writing and seeking information for Intellectual development is carried out with full awareness and feelings of joy that arise from within him.

Interest in reading is a feeling that accompanies or causes special attention to read. Students will actively read if they are interested in reading because they can make them consider reading activities as a habitual activity for them. Interest very influential on reading activity because of reading ability and reading achievement also depends on the student's reading interest, and the poor reading or reading failure caused by a lack of interest in reading. To excel in reading, students must be willing to learn (Reski, 2018).

According to Tarigan (2008) stated that reading comprehension is a type of reading that aims to understand reading. Reading comprehension means studying reading material more carefully so that you can assess the situation, value, function and effect of reading. Reading comprehension is a deep reading process in order to build understanding (Tarchi, 2017). According to Spear-Swerling in Fitria (2019) stated that Reading comprehension is a type of reading that aims to understand reading itself.

Meanwhile, Alex and Achmad (2010) stated that reading comprehension is a reading strategy that aims to provide an assessment of papers that involve oneself in a reading and make an appropriate analysis of the reading text. Students who show a high interest in reading give hope that it will emerge people who have high quality human resources. However, in fact, people in Indonesia still have a low interest in reading. Study carried out by the United Nations educational, scientific and

cultural organization (UNESCO) in 2016 of 61 countries in the world shows that reading habits in Indonesia are classified as very low (Hutapea, 2019). According to UNESCO data in 2016, Indonesian people's interest in reading is very high. concerned, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader

(Anggraeni, 2019) expressed interest as a matter feelings of liking or disliking an activity. If someone has an interest in a certain activity, then he will try better to learn it. There by This is the case with someone's interest in reading, when someone has a high interest in reading then they will try more to understand the meaning of what he reads. Rahim (2018) said that people Those who have a strong interest in reading will manifest it in a willingness to read reading material and then read it on their own accord. The emergence of interest in an object is characterized by a feeling of pleasure or interest. Interest is not only expressed through statements that show that someone is more liking one thing over another, but can also be implemented through active participation in an activity. Rahim (2018) stated that reading is increasingly important in life increasingly complex society.

However, children do not pay attention to its importance learning to read will not be motivated to learn. Learning to read is an effort continuously and students who see the high value of reading in their personal activities will be more active in studying compared to students who do not find benefits from activities read. On the other hand, there are

still many students who are able to read material correctly reading but can't do it

Teachers should discover the best technique to help students easily grasp the point and comprehend the text during reading activities in order to solve and provide solutions to these problems. As we are all aware, there are numerous methods that can be used to improve students' reading abilities. Content-based summarizing was one of the methods used in this research by the author.

According to Freedman, as cited in (Guanabara et al., 2015) summarizing a text or condensing its key ideas into one or two paragraphs is an effective learning strategy and an excellent summary technique. A summary is a succinct statement that only offers the major ideas or essential details of something significant. A summary is a succinct statement that only offers the major ideas or essential details of something significant.

Based on the explanation and description above, the writer concluded that the students' comprehension of reading in English was aided by the English reading technique and the summarizing technique, which explained to them the necessity of choosing the most crucial information from the reading for their summarizing technique. Therefore, the writer was interested in conducting a study with the title ***"The Influence of Summarizing Technique and Reading Motivation Toward Reading***

Comprehension Achievement for the Seventh Grade Students of Junior High School 18 Palembang."

B. Identification of the Problems

The problems in this study can be identified as follows:

1. There are still many students who get scores below the Standar of minimum completeness of mastery learning for junior high school.
2. Low motivation of students to read long English texts
3. The teachers who teach at SMP N 18 Palembang still use inappropriate methods with the students.

C. Limitation of the Problems

This study is limited to the influence of summarizing technique and reading motivation on reading comprehension achievement at SMP Negeri 18 Palembang. The study involved two groups, i.e., an experimental and a control groups.

D. Formulation of the Problems

The problems in this study are formulated as :

1. Is there any significant difference in reading comprehension between students who have high reading motivation taught by using summarizing technique and who are not?
2. To find out the significant different between the students who have high and low reading motivtion taught by summarizing technique?

E. Objectives of study

1. To find out the significant different in reading comprehension between students who have high reading motivation taught by using summarizing technique and who are not.
2. To find out if there is any significant influence on reading comprehension between the students who have high and low reading motivation taught by summarizing technique.

F. Significances of the study

The following explanations are provided for the study's significance:

1. For the students

The writer hopes that using the summarizing technique will be one of the best strategies students can utilize to enhance their reading comprehension.

2. For the teacher of English

The writer expects that using content-based summarizing can help English teachers who are trying to improve their pupils' reading skills.

3. For the other researchers

The findings of this study should be relevant and useful to other researchers who employ summarizing techniques as one of their references. They should also be applicable to the teaching and learning of English, particularly for reading comprehension.