

I. INTRODUCTION

This chapter discusses introduction of the research that is used in this study such as: background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problem

English is one of the international languages. It has an important role in the world. It is used as a tool of communication among the nations all over the world. Most people use English to communicate with other people from other countries. In Indonesia, English is compulsory subject from elementary school up to the university level as the first foreign language.

Specifically, one of the texts taught at the second grade of junior high school is narrative text. This typical text involves sequence of events, mostly based on life experience and therefore, it is person-oriented using dialogue and familiar language forms. The purpose of narrative text is actually to entertain, to tell story, and to provide an esthetic experience.

Naturally, narrative text is learnt in English skills. One of them is reading skill. The reading skill naturally is very complex because the students need to be exercised and trained in order to have a good reading skill.

Reading is also crucial academic activity and is indispensable for the students because the success of their study depends mostly on the greater part of their ability to read required books. Certainly, if their reading skill is poor they are then very likely to fail in their study or at least they will have difficulty in making progress in academic affairs.

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading if the readers are able to systematically and critically organize the text. Afflerbach (2007:12) states that reading is a dynamic and complex process that involves skills, strategies and prior knowledge. That is to say, reading requires micro and macro skills to comprehend the text. Sometimes, the readers may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text and develop their prior knowledge in order to comprehend the text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading.

During pre observation, it was found that most students of SMP N 1 Seputih Banyak experienced crucial difficulties in their reading comprehension such as comprehending the text with unfamiliar words, determining inferences and finding main idea of the text. This fact was reflected in their minimum

completeness criteria results, i.e., below 60, whereas the minimum completeness criteria of English subject in SMP N 1 Seputih Banyak was 65.

In line with the explanation above, this study is aimed at finding out the effects of pre-questioning on students' reading comprehension achievement under certain assumption that the pre-questioning consists of some questions provided before the students read the whole text which can lead the students' interest and motivation to read the text and develop their prior knowledge to comprehend the text as well. Furthermore, students might improve their reading comprehension if they know about pre-questioning and it was very important to understand about pre-questioning in order to get good comprehension in reading. That was why this research would investigate the effect of pre questioning on students' reading comprehension.

To this end, this research formulated research questions as they were constructed below.

1.2 Formulation of the Research Questions

Dealing with the issues presented in the background, the research questions in this research were:

1. Is there any significant difference on students' reading comprehension achievement before and after giving pre-questioning?
2. Specifically, is there any significant difference on students' reading comprehension achievement before and after giving pre questioning in terms of literal, interpretative and critical comprehension?

1.3 Objectives of the Research

The objectives of this study were:

1. To determine whether there is significant difference on students' reading comprehension achievement before and after giving pre-questioning or not.
2. To investigate whether there is significant difference on students' reading comprehension achievement before and after giving pre questioning in terms of literal, interpretative and critical comprehension.

1.4 Uses of the Research

The uses of this research were as follows:

1. Theoretically

- 1.1 This research is as the answer of the writer's curiosity on the effect of giving pre questioning and their reading comprehension achievement in English subject.
- 1.2 This research is intended to find out whether the result of the research is relevant or not with the previous theory about pre-questioning.

2. Practically

- 2.1 As information for all teachers and students on the effect of pre questioning on students' reading comprehension achievement in learning English.
- 2.2 As information for other researcher who were interested in investigating pre-questioning and its effect on reading comprehension achievement.

1.5 Scope of the Research

This research was conducted through a quantitative research, which was a systematic scientific investigation involving analysis of data collection in the form of numbers and statistic. The population of this research was all the second grade students at SMPN 1 Seputih Banyak in the academic year of 2012/2013 which consisted of 32 to 34 students each class. This research was conducted in second grade since based on syllabus for second grade of junior high school students in second semester, the students are expected to be able to construct meaning of functional text and simple monolog of narrative and recount text to communicate with surroundings and the objectives of teaching those are the students are able to: (1) find out the main ideas, (2) identify the specific details or information, (3) infer the information, (4) reveal the meaning of the words and (5) determine the reference of words stated in the text. It was appropriate with the focus of the research. Then two classes were taken i.e., one class as the try out class that was VIII D and one class as the experimental class that was VIII A.

There were two variables in this research: pre questioning was considered as independent variable while result on their reading comprehension achievement as dependent variable. This research was focused on the effect of giving pre questioning in teaching English reading comprehension since it played an important part in learning English reading and got the best achievement. The reading test was focused on narrative texts since according to the curriculum, the second grade students of junior high school at the second semester had to be able to comprehend short text in form of narrative. The data of reading comprehension

achievement would be taken from the reading comprehension test. There were two tests in reading comprehension achievement, they were pre test, the test before pre questioning was conducted and post test; the test after it was conducted. Pre test and post test were objective tests in multiple choices form with four options of each question.

1.6 Definition of Terms

There are some terms used in this research and to make them clear and to avoid misunderstanding, they are clarified as follows:

1. **Pre-questioning** is some questions which are provided before the students read the whole text, in order to build the reading schemata and background knowledge of the students and also to rise their interest, and their cognitive aspect to predict what will faced by them in the next whole text.
2. **Reading comprehension** is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge.
3. **Reading comprehension achievement** is operationally defined as the students' achievement in comprehending the text on the reading comprehension tests.
4. **Narrative** means sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language which the purpose is to entertain, to tell story, and to provide an esthetic experience.

5. **Effect** is the result or change that something causes in something else, in this case, it means the result of giving pre questioning on reading comprehension tests.