

## **CHAPTER I INTRODUCTION**

### **1.1. Background of the Problem**

Reading is one of the important skills that should be mastered by the learners. By reading, the students are able to access much information which might have otherwise been unavailable, especially English textbook. Reading is a key of knowledge. Reading is also something crucial and indispensable for the learners because the success of their study depends on the greater part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Rivers (1981:147) stated that reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's which are knowledge of the language. Reading reinforces the learner's other language skills. Krashen (1981) confirmed that those who read more, have longer vocabularies, do better on test of grammar, and write better.

Reading is a core of knowledge. By reading, the reader takes the advantage of the knowledge of vocabulary, syntax, and the real world. Reading is also as a process

of comprehending. Reading is regarded not only as reaction to a text but as interaction between writer and reader mediated through the text. Dallman (1982:23) said that reading is more than knowing what each letter of alphabet stands for, reading involves more than word recognition; that comprehension is an essential of reading; that without comprehension no reading takes place. In other word, 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 when the readers are able to organize the text.

Besides that, the readers need the necessary schemata in order to comprehend what they read. Schema (plural schemata) is a hypothetical mental structure for representing generic concepts stored in memory. It is a sort of framework, or plan, or script. Schemata are created through experience with people, objects, and events in the world. When people encounter something repeatedly, such as final examination, they begin to generalize across their final examination experiences to develop an abstracted, generic set of expectations about what they will encounter in the final examination. This is useful, because if the teacher tells the students a story about final examination, the students do not have to provide all of the details about being seated, preparing the stationery, doing it individually, and so on. Because, their schema for the final examination experience can fill in these missing details.

On the other hand, the students have to become aware of the purpose or goal for reading a certain piece of written material. However, reading is an activity with a purpose. The students have to know for what purpose of their reading or what

they want to know after they read the reading passage. And the students' reading purpose depends on the information that they need, whether they read for enjoyment, or to gain information, or to enhance knowledge of the language being read, or to critique the writer's ideas. For example; the students who read poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but do not need to identify main idea and supporting details.

Unfortunately, the researcher did not see the students' awareness of their reading purpose at the second grader of SMPN 1 Kotabumi. Based on the researcher's pre-research, it was found out that the students felt bored during the teaching learning process. They had problems with understanding both words and sentences of the paragraph. And they could not reach satisfactory interpretation of the reading passage. In the teaching learning activity, the teacher (English teacher of SMPN 1 Kotabumi) modeled first in reading the passage, then the teacher asked some students randomly to read the passage fluently. Next, the teacher asked all students to read the whole text and to answer the questions on the textbook in complete sentences. The teacher did not define unfamiliar words to the students. So, the students themselves used the dictionary to find the meaning of the words.

Because of that, in helping students to achieve comprehension, the researcher tried to apply the pre-questioning. Pre-questioning is built right into the basal reading series, where the teacher is told to present certain questions before a reading selection in order to guide the students in their search for meaning from text. Pre-questioning is considered to be a strategy for teaching and improving

reading comprehension. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the text. Moreover, the students can predict what will be discussed on the text.

Based on the explanation above, the writer was interested in finding out the difference between pre-questioning and without pre-questioning on the students' reading comprehension.

### **1.2. The Formulation of the Problem**

This research tried to investigate two problems. Those problems are formulated in the following research questions:

1. Is there any significant difference between pre-questioning and without pre-questioning on the reading comprehension of the second grade of SMPN 1 Kotabumi?
2. Is teaching reading comprehension with pre-questioning more effective than without pre-questioning?

### **1.3. The Objectives**

The objectives of this research as follows:

1. To investigate whether there is a significant difference between pre-questioning and without pre-questioning on the reading comprehension.
2. To know which one of pre-questioning and without pre-questioning is more effective applied in teaching reading comprehension at junior high school.

#### **1.4. The Uses**

The Uses of the research are, as follows:

1. Theoretically, 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, the result of the research hopefully will give information to the English teachers that treatment of pre-questioning can help the students to comprehend the reading text.

#### **1.5. The Scope of the Research**

This research was conducted through a quantitative research, which is a systematic scientific investigation involving analysis of data collection in the form of numbers and statistic. The source of the data was conducted to the second grader of SMPN 1 Kotabumi. The researcher chose two classes consisting experimental class 1 and experimental class 2, where those two classes were in the same stratum. The reading texts were taken from the English Textbook for Junior High School based on School Based Curriculum Development. Besides, the researcher also searched and added the materials from network or other sources. According to the curriculum, the second year students of junior high school at the second semester have to be able to comprehend short text in form of narrative. So, the researcher chose narrative text as the focus. This research was planned for about two weeks.

## 1.6. Definition of Key Terms

The definition of key terms as follows:

1. Reading is the process of identifying written words. The reader decodes a message the writer has encoded.
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. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text.
3. Pre-questioning is considered to be a strategy for teaching consisting of some questions before the students read the whole text in order to build the reading schemata and background knowledge of the students. Moreover, it can build the students' cognitive aspect to predict what will be faced by them in the next whole text.
4. Narrative text is to amuse, to entertain and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.