

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses about the Background of the Study, the Reason for Choosing the Topic, the Statement of the Problem, the Objective of the Study, Hypothesis, the Significance of the Study, the Definition of the Key Terms, and the Organization of Research Report.

### **1.1 Background of the Study**

English is one of the international languages in the world. Science, news, theory, philosophy, and many others can be studied in other countries. The most important thing to remember is that they use English.

As we know in the current era, reading in English is very important, because there are many books written in English. Reading becomes important for everyone to improve their knowledge. the fact that reading has become a part of our daily lives. We read many types of written material from newspapers, magazines, to academic books using English.

Reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text. According to Muslaini (2017), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text.

The basis of learning and one of the most important skills in everyday life is reading. In fact, almost all children start school in the hope that they will learn to read, and one of the most important things a child must do is read. According to (Azizifar et al, 2015), perhaps a well-known advocate in the United States who is loud, shows that by ordering a child by reading, you not only affect his health and finances in the future, but also the next generation.

The teaching should accommodate the learners' development of the 4 language skills. Reading skill, in particular, is the most important skill in second or foreign language learning (Azizifar et al., 2015). They also suggested that reading skill is the most important skill as it is the basis of all the success in one's life. Good readers can gain more knowledge of any kind from reading. Reading makes the reader more knowledgeable, have wider perspectives and vision. Reading helps the reader get new ideas leading to cognitive development. When the readers transfer what they read to apply with their own idea a new perspective or idea is created.

In a reading classroom, the teacher has a responsibility to plan the instructions which make the students experience the satisfaction of learning from the text (Ekaningrum & Prabandari, 2008). The teachers need to help the students get along with the text since the beginning of the reading process. The teachers can prepare the students before they start to read. "to improve students' reading comprehension Pre reading activities are very important way as they prepare students to read a selection" (Ekaningrum & Prabandari, 2008). Ekaningrum states, "Pre reading activities can engage student interest, activate prior

knowledge, or pre teach potentially difficult concepts and vocabulary”. In the pre-reading stage, activating the students’ background knowledge is essential. Carrel states that the reader’s failure to activate an appropriate schema in reading may result in various degrees of non-comprehension (Ekaningrum & Prabandari, 2008). Therefore, pre-reading activities avoid failure from students in order to get better knowledge in reading.

Therefore, the teacher must have the right method of teaching reading comprehension using the pre reading activity. The varieties of pre-reading activities are implemented in Basic Reading Comprehension class of Tenth Grade Students SMA Islam Sultan Agung 1. The teacher starts the reading class with the varieties of pre reading activities before giving the students the reading materials. Regarding to the number of the pre reading activities that are used by the teacher, the researcher wants to conduct a research on what kinds of pre reading activities used by the teacher of Basic Reading Comprehension class. Moreover, the students may have various views, such as whether they are effective or not to help them to achieve their reading comprehension. The students’ perception on the teaching techniques implemented by the teacher is important. If the students have positive perception, it shows that the teachers’ instruction meet the students’ need. Considering these backgrounds, the researcher would like to discover what kinds of pre-reading activities are used by the teacher in Basic Reading Comprehension class and the students’ perception on the use of pre-reading activities.

## **1.2 Reasons for Choosing the Topic**

English is learnt by most countries in the world. In Indonesia especially, English is a subject taught from primary school until university. English in Indonesia is a foreign language, therefore there are still many shortcomings of students in understanding and learning English at school or outside school. In reading English texts one of them, they still have difficulty in reading and understanding texts that students read. The writer chooses the study entitled “The Effectiveness of Pre-Reading Activities to Improve Students’ Reading Comprehension” based on following reasons:

1. Are there many students that cannot read English texts well although they have already learned English for more than six years. It is because students have no basis in how to read texts in English.
2. Is the way of teacher teaches English cannot make students improve their speaking. Teacher only gives the textbooks then asks student to read and answer the question but it does not check how the student's improve their ability to understand the text there are many students who have difficulty in working on the problem because of book Reading Skills.

## **1.3 Statement of the Problem**

The problem that was investigated in the study is stated as follows: Whether pre reading activities are effective to improve students’ reading comprehension of the Tenth Grade Students of SMA Islam Sultan Agung 1 in the Academic Year 2019/2020.

#### **1.4 The Objective of the Study**

The objective of the study is to find out whether or not pre-reading activities are effective to improve students' reading comprehension of the tenth grade student of SMA Sultan Agung 1 in the academic year 2019/2020).

#### **1.5 Hypotheses of the Study**

The hypotheses of the research are as follows:

Ho: there is no significant difference in terms of students' reading comprehension who were given pre reading activities and those who were not given pre reading activities of the students of the tenth grade student of SMA Islam Sultan Agung 1 in the academic year 2019/2020).

Hi: there is a significant difference in terms of students' reading comprehension who were given Pre reading activities and those who were not given pre reading activities of the students of the tenth grade student of SMA Islam Sultan Agung 1 in the academic year 2019/2020).

#### **1.6 Significance of the Study**

The result of the study is expected to be helpful and useful for the following parts:

For the teacher, in teaching reading a teacher may use many different strategies. In order to use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that maybe classified as pertaining to instruction. Muslaini (2017) has said that a strategy is an action that the teacher takes to attain one or more of her

teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. The teacher should use many strategies in teaching reading such as applying various methods, media and games in order to keep the students interested.

For the students, there were really actively involved in the pre reading processes and able to read the text from the teacher correctly. They were motivated and interested in the pre reading. Processes particularly for reading comprehension. The research of the students' perception on pre-reading activities is worth doing to know the students perception on the teaching instructions implemented by the teacher. If the students perceived positively toward the teaching techniques used by the teacher, they will think that the teaching techniques are helpful and important for them to be successful in the reading class. The students will show their interest to the pre-reading activities. On the other hand, if the students respond to the instructions negatively, the students are not interested to the pre-reading activities. The students' perception on pre-reading activities which are based on their experiences will affect their way of thinking or interpreting the pre-reading activities implemented by the teacher.

## **1.7 Definition of the Key Terms**

### **1. Pre-reading Activities**

According to Ekaningrum & Prabandari (2008), pre-reading activities is the activity before reading which reduce the uncertainty that the students bring to the texts. Pre reading activity also help the students to relate their background knowledge and the new information which they find in the text .

The purpose of pre-reading activities is to motivate the students to want to read the assignment and to prepare them to be able to read it. Because the major emphasis in the past has been on the product rather than the process, the teacher is assuming that meaning resides in the reading itself.

## **2. Reading Comprehension**

According to Muslaini (2017), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text.

Reading comprehension is a part of reading, which is emphasize in reading comprehension of the content. In other words, reading comprehension is means as the act of the grasping the reading content with the mind. Comprehension include recognizing and understanding main idea and related details.

### **1.8 Organization of the Research Report**

Systematically, this proposal is arranged into three chapters as follows:

Chapter I is an Introduction. This chapter discusses about the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypothesis, the Significances of the Study, the Definition of the Key Term, and the Organization of the Research Report.

Chapter II is a Review of the Related Literature. It discusses about Foreign and Second Language Learning, Factors Influencing Success or Failure of Foreign

Language Learning, The Mastery of English Writing Skills, Personality Factors in English Writing Mastery, and Review of Previous Study.

Chapter III is a Research Method. It consists of Research Design, the Subject of the Study, the Variable of the Study, the Instrument of the Study, the Technique of Collecting Data, and the Technique of Analyzing Data.

Chapter IV consists of The Profile of the School, The Respondents, The Experiment and Control Group, Instrument Validity and Reliability, Research Finding and Research Discussion.

Chapter V covers Conclusion and Suggestion.