

CHAPTER I

INTRODUCTION

This chapter explains the Background of the Study, Reasons for Choosing the topic, Research Question, Hypothesis, Objective of the Study, Significance of the Study, Limitation of the Study, Definition of Key Terms, and Outline of the Study.

1.1 Background of the Study

Language is a human way to communicate to each other. Through communication, people can build relation because they are social human. Language is very important for them in order to express their feeling and opinion. There are many languages in the world. Every country has its own language because it is part of the identity. However, to make global communication easier there are some languages which can be used and accepted in several nations which are called international languages and English is one of those international languages. Many people use it to communicate with other people in different countries because it has been accepted in many countries as their second language.

As an international language, English should be learnt by many people today. Some countries have made it as a lesson in their education curriculum. In Indonesia, English has been a lesson from elementary school to university and one of the national examination subjects. As a consequence, students has great challenge to study it because it is not only as an international language but also as

a lesson which will be tested in national examination. Hence, students is like demanded to understand clearly then use it to communicate.

There are four skills in English, namely listening, writing, speaking and reading. Reading is a thinking process and active process of understanding print and graphic text which make students get many information. Nowadays, there are many information around them. They can see the information or knowledge from book, television, newspaper, magazine, etc. Reading is the way to catch it.

In class, students have to read a book to understand it. They always do it because it comes from themselves or teacher's command. It is very important for them because it can help them in understanding the material. However, some of them cannot be easily to understand it because its context can be unfamiliar for them. In this case, the teacher has to guide them. This is like asking them something which correlates with the topic. Therefore, they can be slowly understand and get the message from it.

In senior high school, one of the text types students have to read is a descriptive text. Descriptive text is a text that offers information to the readers. Tompkins (1994) and Stanley (1998) explain that descriptive text is as painting pictures with words. By reading it, readers feel that they see the description just like they see pictures. It has the purpose to describe an object or a person that the author is interested in. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch.

In fact, the students of senior high school still find many difficulties in reading. Some of them think that it is difficult because they do not know the topic or the text is long enough. Some of them also mention that they need more

interesting strategy to help them in understanding a reading of descriptive text. Based on this condition, the researcher had desire to help them to solve their difficulties. Hence, he wanted to solve that problem by using Pre-Questioning technique as the teaching technique. Pre-Questioning technique is some questioning that will be given to students before reading a text. Through Pre-Questioning technique, they could know the direction of the topic of text and understand the message of text easier.

1.2 Reason for Choosing the Topic

The researcher made a research entitled “The Effectiveness of Using Pre-Questioning Technique to Improve Students’ Reading Comprehension on Descriptive Text” for some reasons:

1. Reading is way to know many things. By reading the readers are demanded to think, analyse or imagine the topic of text and get many information or knowledge. In this research, the researcher hoped that the text can help to add the students’ comprehension by the topic of text.
2. Descriptive text is a text of describing the physic appearance of certain person, thing, or place so it consists of information. Thus, through giving Pre-Questioning technique, the students can elaborate their imagination and their prior knowledge.
3. In reading, some imagination are needed to get the message. Here, by using Pre-Questioning technique the students will be stimulated to think and imagine the topic, thus they can interested in comprehending it.

1.3 Research Question

The research question of this study is formulated as follows:

Is Pre-Questioning technique effective to improve students' reading comprehension on descriptive text?

1.4 Objective of the Study

Based on the research question above, the objective of this research is to know whether or not Pre-Questioning technique is effective to improve students' reading comprehension on descriptive text.

1.5 Hypothesis

Airasian (2000) states that hypothesis is a researcher's tentative prediction of the results findings. In tentative prediction, the researcher always has two different hypothesis, they are Null Hypothesis (H_0) and Alternative Hypothesis (H_a). H_0 is a statement that there is no relationship between variables where it is opposite of what the experimenter would expect or predict, while H_a is a statement that suggests a potential results that the researcher may expect and often as the desired conclusion of the researcher. The hypothesis of this study is as follows:

H_a : Pre-Questioning technique is effective to improve students' reading comprehension on descriptive text.

H_0 : Pre-Questioning technique is not effective to improve students' reading comprehension on descriptive text.

1.6 Significance of the Study

This research is expected to give positive contributions to some parts as follows:

1. Pedagogical:

a. Teachers:

- The teachers know the effect of Pre-Questioning technique in teaching descriptive text.
- The teachers can assess the students' knowledge about the topic.
- The teachers can use Pre-Questioning technique to guide the students for quarry their idea.

b. Students:

- The students will be creative because they are stimulated to analyse and understand a topic.
- The students can be easily deliver their opinion.
- The students can be easily to imagine and think the idea by answering the Pre-Questioning technique which are given by their teacher.

2. Practical:

a. Teachers:

- The teachers will make a positive connection with the students by delivering Pre-Questioning technique because it is like discussion.

b. Students:

- Pre-Questioning technique can make the students to share their idea and opinion among them.

1.7 Limitation of the Study

This research only focuses on reading comprehension, Pre-Questioning technique, and descriptive text. The researcher wants to help the students to comprehend a reading text easily by Pre-Questioning technique. The descriptive text is used as the text of reading for students. Regarding of Pre-Questioning technique, the researcher only used two kinds of Pre-Questioning technique; they are Pre-Questioning technique before reading to confirm expectations and Pre-Questioning technique before reading for general comprehension.

1.8 Definition of the Key Terms

a. Pre-Questioning Technique

Brown (2001) explains that Pre-Questioning technique is a teaching technique which implicitly as some questions which are provided before the students read whole the text, in order to build the students' interest and motivation, also their cognitive factors. It is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading.

b. Reading Comprehension

Healy (2002) states that reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the constructions of meaning of the text. It is a purposeful and active process because the reader reads to understand, to remember what is understood and put the understanding to use in many aspects.

c. Descriptive Text

Tompkins (1994) and Stanley (1998) explain that descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Thus, in reading a descriptive text, the writer should know well what he wants to describe.

1.9 Outline of the Study

This study consists of three chapters. The description are as follows:

Chapter I is introduction. There are some parts of this chapter. They are Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Significance of the Study, Limitation of the Study, Definition of the Key Terms and Outline of the Study.

Chapter II is review of related literature. It defines General Concept of Reading, Descriptive Text, General Concept of Pre-Questioning and Review of the Previous Study.

Chapter III is research method. It discusses Research Design, Subject of the Study, Variable of the Study, Instrument of the Study, Validity and Reliability, Procedure of Research Data, Technique of the Data Collection, and Technique of Data Analysis.

Chapter IV is analysis of results and discussion. It explains the process of analysis the data in some parts.

Chapter V is conclusion and suggestion. This chapter presents the conclusion and suggestion in this research based on the data analysis in previous chapter.