

CHAPTER I

INTRODUCTION

In this chapter, the researcher explain the background of the study, statement of the problem, hypothesis of the study, purposes of the study, scope, and limitation, significance of the study and definition of key terms.

1.1 Background of Study

The most important things in communication is language, it is used for a tool of communication among all nations over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school until the university level.

There are four language skills in English that have to mastered, they are: listening, speaking, reading, and writing. The reading skill becomes very important in the education field. The students need to be exercised and trained in order to have a good reading skill. On the other sides, if they have a good ability in reading, they will have a better chance to succeed in their study.

Learning English as a foreign language is not s easy process. According Asher Cashdan in his book *“Language Reading and Learning”* that there are for basic skill for students to master English language, listening, speaking, reading

and writing. The skills are needed to be learnt integrated in learners' development and they cannot be taught in piece mental action.

Reading is one of the most essential skills to be mastered in language learning. It is a wonderful habit and can bring many benefits. One of the habits of wide reading is abroad store information. With a strengthened reading skill, the readers will make greater progress and attain greater develop in all academic areas.

Being able to read English text is essential, because there are so many kinds of books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. The idea is supported by the fact that reading has become a part of daily life. We read many kinds of written materials from a newspaper, magazine, included academic references using English.

Reading is also something crucial and indispensable for the students 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.

According Ali Fuad Hendra in his thesis, "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 when the readers are able to organize the text." Sometimes, they 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. 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.

In the process of teaching reading, the teacher should have suitable steps of teaching reading. There should be a pre-reading step to prepare the reader before they read the whole material. He should provide them with the pre-reading the learners did not have any background knowledge it would be the teachers' responsibility to provide the background knowledge to the learners in order that they could achieve the most comprehension from the reading. The teachers should provide the learners with various pre-reading activities that help them have certain amount of background knowledge about the reading text because the schema would help the reader get better comprehension (Graves, Watts and Graves, 1994), as shown in the following studies.

Based on the result of observation and interviewing the teacher in Mts Muhammadiyah 9 Weru the students are less motivation to reading, the effect is they are lazy to read if the teacher give and show the reading text. The teacher needs strategy to increase the reading skills, so the teacher must use strategies to make the reading skill increase. After using the strategies the teacher hopes the skill to mastering the content of the reading texts is reach. The strategies to increase the reading comprehension are many, but the researcher focused in pre questioning strategy in reading comprehension.

In final examination, there are some reading texts that tested. Students in Mts Muhammadiyah 09 Weru are low reading motivation. The effect is the strategy that used by the teacher is not make the student reading increase the reading achievements. Exercise by use strategy can make the reading achievements increase. If usually use Exercise by use strategy, researcher sure the reading achievements will increase. In here student use pre-questioning strategy to make reading achievements increase.

Ringler and Weber (1984:154) call pre questioning as enabling activities, because it provides a reader with necessary background knowledge to organize activity and to comprehend the material. These experiences involve understanding the purpose for reading and building a knowledge base necessary for dealing with the content and the structure of the material. They say that pre questioning technique elicit prior knowledge, build background, and focus attention. By applying pre-questioning technique in teaching reading comprehension the students will know their purposes in reading because before reading the whole text there will be several questions related to the topic given by the teacher and they are required to answer the questions first. After answering the questions, the students will be more focus in reading that can help them in comprehending the reading text easily.

According Ali Fuad Hendra in his thesis, "One of the methods in technique of teaching English, especially in teaching reading, the students are taught as a robot. The way of teaching such as that is called conservative." Another techniques' method is one way communication technique. It gives many

tasks and do not involve students as well as the lack or absence of motivation and build students interest by teachers is something that affects students' understanding of the passage.

Considering the statement above, the writer is interested in finding out whether pre- questioning technique is a good technique in teaching reading comprehension achievement and concluded that the pre-questioning consists of some questions provided before the students read the whole text. It tends to build the students' interest and motivation to read the text. As the subject of the research, the researcher will choose Mts. Muhammdiyah 9 Weru Paciran, because the researcher has conducted pre-observation in that school so the researcher has already known the condition of the students there.

1.2 Statement of the Problem

Based on the background of study above, the problem of the study is “Does pre-questioning significantly influence students' ability on the reading comprehension achievement of the Eighth Grade Students at Mts Muhammadiyah 9 Weru Paciran?”

1.3 The Purpose of the Study

The purpose of the study is to find out significant influence of pre-questioning on reading comprehension achievement of the Eighth Grade Students at Mts Muhammadiyah 9 Weru Paciran.

1.4 Hypothesis of the Study

Relating of the previous study for the result positively there is influence of pre-questioning strategy on the reading comprehension achievement. So the researcher uses hypothesis as follow:

H₀ : There is no significant influence on using pre-questioning in teaching reading comprehension of the Eighth Grade Students at Mts Muhammadiyah 9 Weru Paciran.

H_a : There is significant influence on using pre-questioning in teaching reading comprehension of the Eighth Grade Students at Mts Muhammadiyah 9 Weru Paciran.

1.5 Scope and Limitation of the Study

Based on the purpose of the study above, researcher focused on the influence using pre-questioning in reading comprehension in the text. It is conducted at the Eighth Grade Students at Mts Muhammadiyah 9 Weru Paciran. Thus, the result of this study only generalized or applied to the target population, specifically to the Eighth Grade Students at Mts Muhammadiyah 9 Weru Paciran.

1.6 Significance of the Study

The study is expected to be significance as follows:

1.6.1 Theoretical Significance

- a. To verify the previous theory dealing with the theories of Pre-questioning technique.

- b. To be used as a reference for the next researcher who will concentrate on students' reading comprehension achievement.

1.6.2 Practical Significance

- a. Giving a description about the effects of treatment with pre-questioning and without pre-questioning on the students' reading comprehension achievement.
- b. Giving a reference to development of teaching learning process especially in reading, that pre-questioning can make the students' reading comprehension will be better.
- c. Giving a contribution to the students how to improve their skill in comprehending about the reading text.
- d. Giving a profitable description to any further researcher which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

1.7 Definition of Key Terms

There are some terms in this study that should be clarified, as follows:

- a. Pre-questioning

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.

b. Reading Comprehension Achievement

In this study, reading comprehension achievement operationally defined as the students' scores in comprehending the text on the reading comprehension tests, after having and without having the pre-questioning.

c. Mts Muhammadiyah 9 Weru Paciran

It is clearly stated on the research problem that the Mts Muhammadiyah 9 Weru Paciran is the location or site of the research.