CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. Language is a process of communication between someone who has something and someone who receives the message.[1] In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill became very important in the education world, students need to be exercised and trained in order to have a good reading skill. Donough stated that, as a skill reading is clearly one of the most important; in fact in many instances around the world, we may argue that reading is the most important language skill, particularly in cases where students have a read English material for their own specialist subject.

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

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[1] Albert J. Harris, *Effective Teaching of Reading*, (New York: David McKay Company, Inc, 196), p. 8

least they will have difficulty in making progress. On the other hand, if they have a good skill in reading, they will have a better chance to succeed in their study. According to Anderson,

> Reading is a very complex process: it requires a high level of muscular coordination, sustained effort and concentration. Reading is more than just visual task. Not only must the reader use and identify the symbols in front of her but also he must interpret what he reads in the light of her background knowledge, associate it with past experience and project beyond their in term of ideas, judgments, application and conclusion.[2]

It showed that in reading skill, the students must be able to understand and comprehend the text. Because of that, the teacher's role is important for developing class situation. They should be able to design the lesson to make students interest in reading activities.

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. Effective reading means being able to read accurately and efficiently, understanding as much of at text as one needs in order to achieve one's purpose. In a foreign language, the common problems concern with the comprehension failure. This may be a simple matter of not

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[2] Insiyah, *Teaching Techniques of Reading Skill For The Second Year Students Of MTs Miftahul Ulum Batang-Batang Sumenep* (Unpublished S-1 Thesis. Surabaya: English Departement, IAIN Sunan Ampel, 2009), p. 2

knowing a word, so it needs a number of specific reading techniques.[3] The reading techniques include pre-reading, whilst-reading and post-reading activities.[4] It is important for student to comprehend a reading text with having knowledge in general view of the text and to build upon what students already know about a topic as a lead-in to the main reading task.

Actually, the students have a few problems in acquiring developing and adequating through a context because a lack of an experience in reading English. Some of those difficulties include identifying the denotative and connotative meaning of words, the import words, figurative and also cultural meanings.[5] The other problems are concern with technical vocabulary both identifying the words, understanding their meaning and locating important information.

In general, the aim of teaching reading is to develop the students' ability to get comprehension about text, the value, the function and the impact of the text itself and also to get message and information that is hard over by the writer through written form.[6] Pre-reading is activity that can help to prepare student before they face the text. Pre-reading activities improve reading comprehension of students. When they have prior knowledge of text, students are better able to

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[3] Zakiya Isnaini, *The Teaching of Reading Comprehension at The Seventh Grade of Mts Darut Taqwa Watesnegoro (A Case Study)*, (Unpublished S-1 Thesis. Surabaya: English Departement, IAIN Sunan Ampel, 2009), p. 28

[4] Abbort Gerry, *Comprehension and Reading: In theaching of English As International Language, A Practical Guide* (Glasow: William Cilon Son, 1981), p. 95

[5] Zakiya Isnaini, op. Cit., p. 29

[6] Depdiknas, Kurikulum 2004: *Standard Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas Dan Madrasah Aliyah*, (Jakarta: Depdiknas, 2003), p. 11

concentrate and to comprehend what they are reading. To improve reading comprehension, students should be encouraged to complete Pre-reading activities before reading text.

Pre-reading instruction can serve five important purposes. First, it can help students access background information, provides specific information, stimulates student interest, set up student expectations and models strategies that students can later use on their own. However, the goals of pre-reading stage are to activate the students' knowledge of the subject, to provide any language preparation that might be needed for coping with the passage, and finally to motivate the learners to want to read the text.[7]

Theoretically, Pre-reading itself can build the students' interest and motivation before students read the whole text. Pre-reading activities get students ready to read a text. Taking time to prepare students before they read can have a considerable effect on their understanding of what they read and their enjoyment of the reading activity.[8] In line with this study, students may improve their reading comprehension and it is very important to understand about pre-reading in order to get good comprehension in reading.

There are some pre-reading activities include: pre-questioning, vocabulary, prediction, brainstorming, KWL technique, using picture, activating

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[7] Murcia-Marianne Celce, *Teaching English as a Second or Foreign Language*, (USA, Heinle & Heinle Thomson, 2001), p. 191

[8] Bogi Natalius Chaeriazah, *The Effects of Pre Questioning on the Reading Comprehension Achievement*, (Unpublished S-1 Thesis. Surabaya: English Departement, UNESA, 2011), p. 2.

background knowledge, story map etc.[9] In this case, the researcher will do research only about pre-questioning, vocabulary, and prediction. Pre-questioning 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. Vocabulary is a key to becoming a good reader. The more vocabulary students know the easier it will be for them to read and understand what they read. And prediction is one of important way because it activates schemata. If the relevant schemata are activated, ready for use, the reader can understand the text more easily.

The significance of reading and its complexity arouses the researcher's curiosity and interest to do research and know deeply about reading skill especially the reading taught in classroom, how the pre-reading activities are applied in the class, how the students' participation during the pre-reading activities in the classroom, how the students' achievement after using pre-reading activities in teaching reading, and which type of pre-reading activities is consider most effective between pre-questioning, vocabulary and prediction for teaching reading.

In this research, the researcher chooses the student at the eight grade of SMP Muhammadiyah 5 Surabaya as the subject of this research because the student of the eight grade students of SMP Muhammadiyah 5 Surabaya has several problems in reading comprehension, one of the factors is their motivation

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[9] Jonathan Anderson, *Efficient Reading A Practical Guide* (Australia: Hoogbin Pole. Inc. 1969), p. 129

in learning reading was low because of monotonous teaching strategy on teaching reading and it makes them bored. Therefore, they were lazy to read the text of reading. On the other hand, the students in this school have difficulty to comprehend the text and it is influence to their achievement on reading comprehension. They have no desire if the teacher asks them to read the text. Because of that reason, they will fail when teacher gives them the task. Also, the students have lack of vocabulary. The researcher had done *Real Class Room Teaching (PPL 2)* in this school. Therefore, the researcher has already been familiar with the students.

From the explanation above, pre-reading activities should be applied in teaching reading to make the students ready and also interested in the text that will be given by the teacher. In this case, the researcher will observe three types of teaching reading which taught in this school by the English teacher to know which one is most effective to teach reading. These types are: pre-questioning, vocabulary and prediction. Therefore the students will have high motivation in learning English to increase their achievement especially in reading skill.

B. Statements of the Problems

- What type of pre-reading activities is considered the most effective for teaching reading in SMP Muhammadiyah 5 Surabaya?

  From this statement problem, there are several research variables that will be studied; they are the implementation of several kinds of pre-reading

activities, students' reading achievement, and the most effective pre-reading activity.

C. Objectives of the Study

- To find out which type of pre-reading activities is considered the most effective for teaching reading in SMP Muhammadiyah 5 Surabaya.

D. Significance of the Study

- For Reader: the result of this research will give some contributions about the importance of pre-reading activities in teaching reading skill.

- For the English teachers: the result of this research will give some contributions for teacher to use the strategy to increase students' reading achievement and to improve the ways of teaching and learning process.

- For the students: the result of this research will be beneficial for student to increase their ability in reading skill and to motivate and encourage their interest in reading

- For the researcher: the result of this research will be beneficial for the researcher to know the way of how to increase students' reading comprehension achievement.

E. Scope and Limitation of the Study

The scope limitation of this study is limited as follow:

- In this study, the researcher limits her study on the use of pre-reading activities to increase students' reading comprehension achievement.

- The pre-reading activities in this study are limited in some types. They are: pre-questioning, vocabulary and prediction.

- In this case, the researcher will take the second grade students of SMP Muhammadiyah 5 Surabaya. However, the researcher focused on VIII E regular class in this school.

- In this study, the researcher wants to know the most effective of pre-reading activity by measuring the students' reading achievement from the result score of reading test.

F. Definition of Key Terms

1) Increase is making something better or making greater in number, quantity, more and more.[10] In this study, the purpose of researcher is to make the students' reading comprehension achievement better after the implementation of pre-reading activities.

2) Pre-reading activities is the activities before the students read the text.[11]

3) Reading is an activity to get information and to understand the content of a book or a text.[12]

4) Comprehension is the power of understanding,[13] the ability to get the meaning of something.

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[10] AS. Hornby, *Oxford Advanced Learners Dictionary Of Current English* (New York: Oxford University,1995), p.603

[11] Siti khodijah, *The Use of Snowball Throwing Technique in Teaching Reading Narrative Text at the Second Grade of SMPN 3 Surabaya*, (Unpublished S-1 Thesis. Surabaya: English Departement, IAIN Sunan Ampel, 2009), p. 25

[12] Ibid., p. 7

5) Students' achievement is students' learning has done successfully, especially using their own effort and skill.[14] It is measure by giving students' a test.[15]

6) Effective means when pre-reading activities implemented in period of time, the students' reading achievement have increased.

G. Thesis Organization

Organization of this thesis is composed of five chapters. In the first chapter is about introduction including background of the study that describes the foundation thoughts and reasons for choosing the title, then problems of the study that mentions the problems presented in this study, furthermore, the purpose of this study is to solve the problems mentioned in the statement of the problem earlier. Then significance of the study and continued with scope and limitation of study, definition of key term, and thesis organization.

The second chapter is review of related literature. It discusses about reading, which also contains definition of reading, the importance of reading, and the types of reading. It continues with teaching reading that explains more about the principle of teaching reading, the role of technique in teaching reading, problems in understanding text and factor affecting reading ability. Then it also describes some pre-reading activities such as prediction, KWLH technique, pre-

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[13] AS. Hornby., op. cit., p. 235
[14] Ibid., p. 10
[15] The test was done before and after the implementation of pre-reading activities, also during the implementation of pre-reading activities in every each meeting.

questioning, vocabulary and using picture. It concludes with the discussion of related previous study, which previously discussed about pre-reading activities.

Chapter three discusses the research methodology that is used in this study. The researcher discusses the research design, settings, the subject of the research, source of the data, the data collection technique, the instrument of the study, research procedure and the last is data analysis technique.

In chapter four, the researcher discusses about the analysis of research process and the result of research.

The last chapter presents conclusions and suggestions that have been done by the researcher. The researcher draw conclusion from the analysis and data found from the research.