

CHAPTER I

INTRODUCTION

1.1 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 message. English is one kind of foreign languages, and becomes international communication tool. People all over the world use English as the international language. They need English in every activity like reading, education or even in science and technology. By using English, people are able to improve the ability in understanding many kinds of knowledge.

English is taught in the school, which has functions as a means of developing students' knowledge and technology. They learn to speak and to understand it in their school. Their language ability will grow as they learn to read and write. English has many advantages for the students. The students will be equipped by the ability to communicate with other people who have different languages especially English. In this case, students automatically expand their opportunity in looking for jobs.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is the most important of the four skills in the second languages, particularly in English as a second language or foreignLanguages. Most English learners find themselves that reading is the main reason why students learn the language. Without reading proficiency, second language readerscannotperform the knowledge and perform speaking.

English as well. That reading is not passive, but rather than active, and in fact and interactive, process has been recognized for some time in first or native language reading (Carrel, 1996:1).

Reading skills become very important in the education field, so students must be trained in order to have a good reading skill. Reading is crucial for students because the success of their study depends on their reading comprehension. It is essential for having reading ability, because we can transfer and develop science, technology, and culture by reading. In real life reading is often part of series of activities, including locating text and presenting material orally and in writing, even in a class, activities that include speaking and writing is well motivateing.

In reading skills, 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 interested 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. The common problems concern with the comprehension failure. This may be a simple matter of not knowing a word, so it needs a number of specific reading techniques. The reading technique includes pre – questioning, while – reading and post - reading activities. It is important for student to comprehend a reading text with having knowledge in general view of the text and to build upon with students already know a topic as a lead – into the main reading task.

In this research, the writer chooses the students at the eleventh grade of SMAN 5 Kupangas the subjects of this research because the students of the eleventh grade of SMAN 5 Kupang have several problems in reading comprehension, one of the factor is their motivation in learning was low because of monotonous teaching strategy on teaching reading and it

makes the students 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 influences their achievement on reading comprehension. They have no desire if the teacher asks the students to read the text. In addition, the students have lack of vocabulary and motivation. The writer had experienced this condition when she did her teaching practice in this school.

From the example above, the teacher should be have strategy and method that suitable with this condition. To solve the problem in reading comprehension, the writer will propose to use pre – questioning strategy in order to improve students reading comprehension. Pre – questioning 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. Therefore the students will have high motivation in learning English to increase their comprehension especially in reading skill.

Then, the writer emphasizes the research in the use of pre – questioning strategy by conducting experimental research. It helps students to understand and comprehend the text easily. Furthermore, the research focuses on **“A study on the Use of Pre – questioning Strategy in Improving Reading Comprehension Ability of the Eleventh Grade Students of SMAN 5 Kupang in the School Year 2016/2017”**

1.2 Problem Statements

Based on the background above, the problems are statements stated as follows.

1. Is the use of pre-questioning strategy effective in improving reading comprehension ability of the eleventh grade students of SMAN 5 Kupang in the school year 2016/2017?
2. What is the ability level of the eleventh grade of SMAN 5 Kupang reading comprehension after being taught using pre-questioning strategy?

1.3 Objectives of the Study

The objectives of the study are stated as follows.

1. To find out the whether the use of pre-questioning strategy in improving reading comprehension ability of the eleventh grade students of SMAN 5 Kupang is effective or not.
2. To find out the students' level in reading comprehension ability after they are taught using pre-questioning strategy.

1.4 Significance of the Study

This research might be beneficial for not only the writer but also the teacher of English and the students learning English at the researched school. The significance of the study in detail is presented as follows:

1. The Writer

Through the study, the writer may have a chance to apply his knowledge and skill obtained so far during this study at university, especially in doing research on a reading comprehension.

2. The English Teacher

To improve the teaching method in English teaching learning process, especially reading comprehension. This technique also helps teacher explaining the material.

3. The Students

To inform the students at the researched school about teaching reading comprehension by pre-questioning strategy so that they are motivated to learn English especially in learning reading comprehension.

1.5 Scope and Limitation of the Study

There are some techniques which can be used in teaching reading such as: jigsaw, discusses, etc. This research focuses on using of pre – questioning strategy to meet the effect of treatments (with pre – questioning and without pre – questioning) on the reading comprehension, which focus on understanding the important information from the text, drawing inference from the content, following the structure of a passage, recognizing the writers' purpose and vocabulary knowledge, and to improve the students' reading comprehension. These researches will be used at the eleventh grade students of SMAN 5 Kupang in the academic year 2016/2017.

1.6 Definition of Terms

In this part, the writer would like to clarify and explain the terms used in this study, they are as follow.

a. Pre-questioning strategy

According to Brown (2001) pre-questioning is question which is provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factor. Pre-questioning is very useful to active the schemata, thus the students can predict what will be faced by them in the reading text. In this study pre – questioning means to escort the students in knowing the material to be learned in this case a text that the students are interested and motivated to see and read the text as a whole through pre – questioning.

b. Reading

According to Dallmann (1982:22) reading is a receptive skill. In this aspect, the cognitive processes involved are similar to those employed while listening. In both, the students are engaged in decoding a message rather than encoding. The goal is to be able to read comfortably which implies that the students should reach a level which they do not feel a conscious strain while reading. Reading in this study is an activity done by eleventh grade students of SMA Negeri 5 Kupang to record the information from a text or story given by writer.

c. Comprehension

Comprehension is the process of deriving meaning from connected text of action of mind or power to understand the printed words (Hornby, 1995:253). In this research, comprehension is a process by which the eleventh grades students of SMAN 5Kupang understand the reading text they have read.

d. Ability

Hornby (2007) defines that ability is capacity or power (to do something physical or mental). In this study ability means the capacity or power of the students of eleventh grade in SMAN 5 Kupang to comprehend the test they have read.

e. Narrative Text

Narrative text is a text which contains about story (fiction/ non fiction/ tales/ folktales/ fables/ myths/ epic) and its plot consists of climax of the story (complication) then followed by the resolution.

f. SMA Negeri 5 Kupang

It is one of the public Senior High Schools located in Kupang City, East Nusa Tenggara Province. It is situated in JalanThamrin, Oebufu, Kupang.