

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of study, problem of the study, objective of study, significance of study, scope and limitation, and definition of key term.

#### **A. Background of the Study**

Mastering English as a foreign language in this modern era is an important need since language has an important role as a means of communication. In Indonesia, English is a foreign language which is taught at schools. It is not only given as a compulsory subject which is examined in the national final examination (UNAS), but it is also given to prepare the students to face the global era for now and their future life.

English is used as a means of communication both oral and written form. Here, to communicate means to comprehend and convey information, thought and feeling by using English. Language is expected to help students know themselves and others. English as a foreign language is needed not only in academic fields but also in the development of science and technology, many work fields and life activities, such as in the process of getting knowledge, transferring information from the textbooks and mass media (newspaper, magazine, radio, TV and internet).

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Among those four skills, reading is one of the

most important skills in learning language. Reading skill becomes a part of language skill that the students have to master since reading skill has an important role in education field. Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out of significance of these messages.<sup>1</sup> Besides, Reading is a bridge for the students to get the information needed in their education field, such as transferring information and knowledge from textbook. Moreover, when the students study in the university, they will find more textbooks that are written in English that should be understood in order to get clear definition of what the textbooks mean. Therefore, the students should have ability in reading comprehension.

In terms of understanding reading comprehension, many students have difficulty in understanding various textbooks. The researcher assumes that it is caused by several factors. The first factor is the students' lack of vocabulary mastery. If the students did not have enough vocabulary, of course it would be difficult for them to comprehend the reading text. The next factor is the students' lack ability of recognizing the grammar because mastering grammar is also an important problem to understand the text, such as; sentence pattern, syntax, and others. The students must be familiar with those terms. Then, it is about students' passiveness toward reading. It can be identified from their attitude toward the text they read, such as they are not curious to read and explore more details information from the text.

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<sup>1</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (New York: Longman publishing, 191). 190

To prove that statements of MAN Kunir Wonodadi Blitar especially at eleventh grade students are low motivated especially in reading skill, it needs preliminary study. Preliminary study is useful to identify the problems that occur in the teaching and learning process of English. The researcher observes the situation of the class. In the preliminary study, the researcher finds that the teacher still uses traditional method when he taught reading skill.

When the teacher comes in the class, usually the teacher asked the students to read the entire page by reading it loudly. Then teacher explains the difficult words if there was any. If not, the teacher asks the students to answer certain questions that were related to the text, this condition will make the students felt bored and seem monotonous and they do not get the point of what the text is about. As a result, students felt lazy to read even do not understand the text optimally. Besides, the students are lack of vocabulary, so it makes them feel difficult to comprehend the text. They are low motivated to involve in reading activity, because the students have low capability in comprehending the text so that the result of reading is not good. Besides, there are many the students that speak with others, they do not give attention to the teacher, and they only make uproar in the class.<sup>2</sup>

In conclusion, the problems above appeared because there are some factors. First, the students are lack of prior knowledge, so the students do not understand about the text. Second, the students are lack of vocabulary, so it made them feel difficult to comprehend the text. Third, they are low motivated to

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<sup>2</sup> Interview with the eleventh grade students of MAN Kunir Blitar, February 2013.

involve in reading activity, because the students have low capability in comprehending the text so that the result of reading is not good.

Based on the problems above, the researcher wants to implement *Pre-questioning*. *Pre-Questioning* is the questions are asked in order to estimate what the student already knows. *Pre-Questioning* includes some questions related to the text given by the teacher to the students before they read the whole text. The questions provided will help students to build knowledge and a view of what the text is going to discuss. The researcher hopes that the students can get stimulus and motivation in reading comprehension from this technique.

Based on the description above, the writer is interested in making a research about “Improving Reading Comprehension skills of Eleventh-Grade Students of MAN Kunir Blitar by using *Pre-Questioning*”

#### **B. Problem of the study**

Based on the background of the study above, the writer finds a problem of the study as follows:

“Can the implementation of *Pre-Questioning* improve reading comprehension skills of eleventh-grade students of MAN Kunir Blitar?”

#### **C. The Objective of the study**

Based on the statement of the problems above, the researcher would like to formulate the objectives as follows:

“To know the improvement reading comprehension skills of eleventh-grade students of MAN Kunir Blitar by implementing *Pre-Questioning*”

#### **D. Significance of the study**

The practical use of the study is expected to be useful and valuable for several people. After reading this research, the reader expected to have some advantages as follows:

1. For the readers, it helps in developing their knowledge about improving reading comprehension through *Pre-Questioning*
2. For the teacher, this paper is supposed to be a motivation to expand the students' quality of English reading so that they can use their ability better.
3. For society and other researchers, the study would be used for reader and members of society to continue this research and participate actively in improving the national education. It also can be reference for further researchers.

#### **E. Scope and limitation**

English is one of a compulsory subject in Indonesia. One of the aims of teaching English is developing the ability to communicate. The ability involves four skills: listening, speaking, reading and writing. Reading is one of skills that be learned in teaching English, especially in Senior High School.

This study is limited to Reading skill because it became very important in the education field, students need to be exercised and trained in order to have a good reading skill. This study is conducted to increase the students' reading comprehension of MAN Kunir Blitar through *Pre-Questioning* technique. *Pre-Questioning* technique 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.

#### **F. Definition of key terms**

In this study, the researcher gives definition about some terms in order to avoid misunderstanding. The definition is as follow:

1. Improving is to change to become better or make something better.<sup>3</sup>
2. Reading comprehension is the ability to understand the passage or text of reading from what has been read to develop prior knowledge.
3. *Pre-Questioning* is 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.
4. MAN Kunir Wonodadi Blitar is kinds of Islamic senior high school which is located at jln. Ponpes Al-Kamal Wonodadi Blitar. It has three knowledge basi, they are social-based knowledge, science-based knowledge, and religion-based knowledge.

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<sup>3</sup> Martin H. Manser, *Oxford Learners Pocket Dictionary New Edition* (Oxford University Press: 1991), p 216.