

CHAPTER I

INTRODUCTION

A. Background Of Study

Language is important in interaction each because language is part of social communications. Language is very much like a living organism. It cannot be put together from parts like a machine, and it is constantly changing. Like a living organism, it exists only in interaction with others, in a social interdependence. Language is a system of signs through and within which we represent and make sense of the world and of ourselves. Language does not contain meaning; rather, meaning is constructed in the social relationships within which language is used. Individuals make sense of language within their social relationships, their personal histories, and their collective memory. In order to make sense of even a single word, people take into account the situation and their relationship with the speaker or writer¹

English is considered as compulsory subject taught from elementary school up to university. There are four skills that should be taught to the students at school, they are listening, speaking, reading,

¹ Reading association, *Standards For The Assessment of Reading And Writing*, (newyork,2010), p.3

and writing. They cannot be separated from other aspects of language such as grammar and vocabulary. Based on 2013 School Based Curriculum Students of junior high school are expected to learn English from various types of text. It means that the students have to deal with many kinds of text during the English lesson. The syllabus stated the students should be able to identify the topic, certain information, the meaning of the words and sentences in the text.

Reading is both process and product. The process of reading involves the interaction between the reader and the text. How the reader is deciphering the writing on the page. What he or she is thinking about while reading, and how the reader is monitoring his or her reading. The product of reading is reading comprehension, or an internal construction of meaning, that is there has been understanding (at least to some degree) of what has been read. Both need to be assessed. Process of reading are usually assessed through continuous, formative assessment in the classroom, and reading comprehension is generally assessed through both formative and summative assessment²

One of the skills that cannot be neglected is reading skill. Reading skill becomes very important in the education field for it is

² Penny Mckay, *Assessing Young Language Learners*: (cambridge,2006).p.224

very essential in learning English in order to get the information from the written English. Reading is the most emphasized in English teaching and learning process. Thus, reading is not passive but rather an active process, involving the reader in continuing interaction with the text. In reading activity, the reader should interpret the meaning of the written text.

However, the ability of junior high school students in comprehending a reading text, as a matter of fact is still far from the objectives stated in the curriculum. Many junior high school students have difficulties in comprehending the English text. So that way, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading

English in SMPN 2 Bojonegara is important subject of studies by all students, nowadays most all of student aware that English needed to learn more but in fact student need new innovation or fun method to increase their English especially for grade of junior high school still poor in their vocabulary, their reading ability or their understanding during English lesson so that in here pre-questioning technique give

what student need because pre-questioning help students to get more their achievement in English.

To understand the text in reading, the readers should be able to handle 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 a form of pre-questioning and it is important for them to comprehend a reading text by having knowledge in general view of the text. The use of pre-questioning is very useful in teaching reading. Nuttal (1987) says that developing type of questions and technique are essential to teach reading. Pre-questioning itself can build the students' interest and motivation before students read the whole text.

The technique will actively involve the students in the teaching and learning process especially in reading class, since pre-questioning will bring the students into the topic discussion. The reason why the researcher chose the tenth grade student at SMPN 2 Bojonegara By using pre-questioning technique the student have been active and also to raise their interest and their cognitive aspect to predict what will be faced by them in the next whole text.

Pre-questioning is one of reading technique to increase student's reading skills. When the teacher uses this technique, she divides the students in personal work. With the way student's own original work. Pre-questioning technique make a students learning as individual work.

According to the statement above the writer using pre-questioning can be effective to increase student's reading English comprehension on narrative text, because it, the writer is chosing the title of this stdy "the effect pre-questioning of reading comprehension on narrative text at the second grade of SMPN 2 Bojonegara kec.Bojonegara kab. Serang- Banten.

B. The statement of the problem

This research is about the effect of pre-questioning on reading comprehension on narrative text at the second grade of SMPN 2 Bojonegara kec.Bojonegara kab. Serang-Banten, from the background of the study above, the writer find some problems as follow:

1. How is the students' skill in reading English narrative text at the second grade of SMPN 2 Bojonegara?
2. How is the effect of using pre-questioning student's reading skill on narrative text at the second grade of SMPN 2 Bojonegara?

C. The Aims of the Study

According to the problem above, the writer formulated the objectives of research as follow:

1. To know the students' skill in reading English narrative text at the second grade of SMPN 2 Bojonegara
2. To know the effect of pre-questioning on reading comprehension on narrative text at the second grade at SMPN 2 Bojonegara

D. Assumption and Hypothesis

1. Assumption

Based on the research of pre-questioning in reading comprehension on narrative text, the writer assumes that pre-questioning can improve the student's ability in reading comprehension on narrative text at the second grade students of SMPN 2 Bojonegara.

2. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment³. The formulation of hypothesis in this research can be formulated as follow:

³ David Nunan, *Research Method In Language Learning*, (Cambridge: Univercity Press,1992).p.230

1. The null hypothesis (Ho): there is no significant influence between increasing reading narrative text by using pre-questioning
2. The experimental hypothesis (Ha): there is the influence between increasing reading narrative text by using pre-questioning

E. The Organization of Writing

This research is divided into five chapters as follow :

CHAPTER I INTRODUCTION consists of background of study, statements of the problems, the aims of the study, assumption and hypothesis, and clarification of the terms.

CHAPTER II THEORETICAL FOUNDATION consists of Reading, Reading comprehension, Narrative, and pre-questioning

CHAPTER III METHOD OF THE RESEARCH consists of research method, the objective of the research, place and time of the research, population and sample, the research instrument, data collection and data analysis, and research procedure.

CHAPTER IV RESULT AND DISCUSSION consist of the processing and Pre-test score, the processing of post-test score,

hypothesis testing, progress of student's Achievement, Discussion of research finding and the strength and weaknesses of the research.

CHAPTER V CONCLUSION AND SGGESTION consist of conclusions and suggestion