

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

English becomes a very important language as an international communication tool. As an international language, it has commonly used in various aspect of life such as in culture, economics, business, politics etc. Therefore, knowing and studying English become necessity for most people worldwide to communicate and to get information around the world.

“In many non-English speaking countries, English becomes a lingua franca that is used widely for communication between people who do not share the same first language.”<sup>1</sup> It means that English has been admitted as one of the foreign language to communicate and sharing information with other people in other countries who do not used English language to spoke, like in Indonesia, Japan, China, Korea, and many more.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Also it is becoming very important since the era of globalization

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching* (USA: Essex, 2007), 8.

and free market has demanded the students to be more competitive, competent, and critical.

In the academic life, students must have good skills in reading in order to be successfully understood the subjects or teacher. Meanwhile, for non-academic purpose, their reading skills are very useful for absorbing written information which is usually presented in the form: text messaging, newspapers, magazines, articles, advertisements, brochures, etc.

“Reading is the ability to understand books in writing skill and process to get information by interpreting and understanding the works of writing. People can get many useful thing and information from reading. With reading people learn technology, education, and psychology even politic.”<sup>2</sup> It means that reading will make people open-minded with information and knowledge in around the world. They will know only about their surrounding but also all over the world.

Based on the reality, the problems appeared during the teacher was reading the textbook or when students read article for English test, the students just listened or they just reads the text but they did not understand what was conveyed in the reading text, they will be difficult to fulfil the assignment in that reading text. “Some students get lost in their reading and enter new worlds, build knowledge, and improve vocabulary, whereas

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<sup>2</sup> Ila amalia, *Promoting Critical Reading skill: The use of Authentic text materials in EFL class*. (Serang: FTK Banten Press & LP2M IAIN SMH Banten, 2014), 15.

others find reading a constant struggle that rarely nets comprehension.”<sup>3</sup> It means that when students have reading a textbook or article oftentimes, they just reads that text without comprehended with what their reads, its cause the reader just wasting their time without knows what the text means.

Reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>4</sup>

It means that in teaching reading comprehension, teacher must pay attention to some aspects like as becoming active in giving question or feedback, choosing materials, choosing good strategy, conducting nice class situations, even building students’ mood or interest.

Choosing good material and good strategy can make teaching and learning process in class running well. Especially it comes from students themselves that is reading interest. The teacher can used media in teaching reading comprehension like

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<sup>3</sup> Janette K.Klinger, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension* (London: The Guilford Press, 2007), 1.

<sup>4</sup> Janette K.Klinger, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension*,23.

newspaper, textbook, articles or magazine It can helps student's attention in receiving a lesson.

Having such difficulties in reading comprehension, the researcher intends to familiarize the students with reading activities that using previewing toward students' reading comprehension. Using previewing means that readers already do in daily life and allows picking the main idea and important information before digging into details. "The aim of previewing is to find out what are going to be reading before actually read it."<sup>5</sup> It means that by using previewing the students can pick up a great deal of information about the text going to read.

The students can preview any idea of the text, including pleasure reading book, magazines, articles, tests, and textbook. The students are engaged into more active or productive in reading, which is trying to interact with the text they are reading more deeply.

Based on the explanation above, the researcher would like to take a research study under the title: "The Effectiveness of using Previewing toward Students' Reading Comprehension" (An Experimental Research at 8<sup>th</sup> of SMPN 3 Kota Serang). The researcher want to improve students reading comprehension into understand with what they read by using previewing.

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<sup>5</sup> Naf'an Tarihoran, *Reading 1 Basic Reading Skills* (Serang: Banten Provincial, 2012),13.

**B. Focus of The Study**

Based on background stated above, the research title is The Effectiveness of Using Previewing Toward Students' Reading Comprehension at 8<sup>th</sup> Grade Students SMPN 3 Kota Serang. This research will be conducted in order to find a good way to improve the students' reading comprehension by using previewing in the textbook or articles.

**C. The Statement of The Problem**

1. How is student's reading comprehension at SMPN 3 Kota Serang before using previewing?
2. How is the effectiveness of using previewing toward student reading comprehension?

**D. The Aim of The Study**

Objectives of the study need to formulate in order to know the result of the study.

The objectives of study are:

1. To know the student's reading comprehension before previewing.
2. To know the effectiveness of using previewing toward student reading comprehension?

**E. Significance of The Study**

There are three categories of the important of the research

- a. Researcher
  - a. It can be used as a reference method for the future.

- b. It can add insight for writer.
- b. Teacher
  - a. It is used as an input for teacher in the teaching.
  - b. This method can be used in teaching learning.
- c. Student
  - a. Students get problem solving to understand the content of the text in the reading.
  - b. Students are more motivated to learn because this method is interesting and make learning process more enjoyable.
  - c. Students are easier to fill questions.

## **F. Hypothesis**

1. Experimental hypothesis (Ha) is: there is significance influence in teaching reading after using previewing for the second grade student of SMPN 3 Kota Serang.
2. Null hypothesis (Ho) is: there is no significance influence in teaching reading after using previewing for the second grade student of SMPN 3 Kota Serang.

## **G. The Previous of The Study**

The writer found two previous studies dealing with the research. Those previous studies are:

1. Imas Resiyanti (112 301124), IAIN “SMH” Banten, 2015, “*The Effectiveness of Course Review Hoary Toward students’ Reading Comprehension Skill on*

*Descriptive Text* (An Experimental Research at Eight Grade of SMPS Daar El Falaah Pandeglang)<sup>6</sup>. This research that experiment class while used The Course Review Hoary, better than control class and student feel interest using CRH. Although this research concerned about the same method that Course Review Hoary, but the writer thought in different skill that Previewing toward student reading comprehension. It means that research at Eight Grade of SMPS Daar El Falaah Pandeglang through teaching reading by using CRH was effective and improves students' reading comprehension on descriptive text.

2. Siti Robiatul Alawiyah (102300923), IAIN "SMH" Banten, 2014, *The Effect of Think Aloud Strategy Toward Student's Reading Skill* (Quasi Experiment Research at Second Grade of MTs Satu Atap Balaraja)<sup>7</sup> better than control class and student feel interest using Think Aloud Strategy Although this research concerned about the same skill that reading, but the writer thought in different method that

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<sup>6</sup> Imas Resiyanti, *The Effectiveness of Course Review Horay Toward students' Reading Comprehension Skill on Descriptive Text* (IAIN "SMH" Banten, 2015)

<sup>7</sup> Siti Robiatul Alawiyah, *The Effect of Think Aloud Stratrgy Toward Student's Reading Skill* IAIN "SMH" Banten, 2014)

Previewing toward student reading comprehension. It means that teaching reading by using Think Aloud at Second Grade of MTs Satu Atap Balaraja was effective and improves students' reading comprehension or reading skill.

## **H. Organization of Writing**

This paper is divided into five chapters. The chapter as follows:

**Chapter I:** Introduction provides the background of study. It will discuss reading comprehension becomes the focus of this research and reason using previewing toward students reading comprehension. The chapter also states the statement of the study, the aim of study, significance of the study, hypothesis, the previous of the study, and organization of writing.

**Chapter II:** theoretical foundation, it consists of the description of theory, definition of reading, the purpose of reading, the kind of reading, definition of reading comprehension, level of reading comprehension, definition of previewing, the strategy of previewing, and previewing reading assignment.

**Chapter III:** A method of the research gives clear explanation about how the study will be conducted and analysed. It consists of research method, place and time of the research, population and sample, the technique of data collection, and method of data analysed.



**Chapter IV:** result and discussions report the findings of the research clearly. It will show the effect of the result of the effectiveness of using previewing toward reading comprehension. Consists of description of the data test, data analysis, hypothesis testing (t-test), and data interpretation.

**Chapter V:** consists of conclusion and suggestion contain the researcher's concluding based on the analysis in chapter four as answers toward statement of problem and suggestion for further researchers related to the use of previewing toward reading comprehension.