CHAPTER I

**INTRODUCTION**

* 1. **Background of the Study**

English is an international language and it used as a tool of communication among nations in the world; it has very important role in our society. In indonesia english considered as a foreign language. English is also one of the subject matters in education system of indonesian which must be learnt from elementary school up to university level.

Based on my observation in Darul Irfan Islamic Senior High School, as a foreign language, English is not easy to be learnt and understood by learners. But it is possible that the problem of these difficulties can be resolved when the learning process is packaged in a fun way.

In a learning process, teachers actually have to optimize their role in order to achieve the learning objectives and good quality. The ability of a teacher in the learning pack will greatly affect the learning outcomes of student.

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 field, students need to be exercised and trained in order to have a good reading skill.

“Reading is not only a visual activity. It is more than just simply run your eyes accumulating information as each words, phrase, and sentences is progressively recognized. Reading is also an active process of predicting what is likely to come next. Our brain processes the visual information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading”[[1]](#footnote-2)

1

1

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. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself 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. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading.

Based on the explanation above, the writer is interested in finding out the effects of treatment with pre-questioning and without pre-questioning on students’ reading comprehension achievement and concluded that the pre-questioning consist of some questions provided before the students read the whole text. It tends to build the students’ interest and motivation to read the text.

* 1. **The Identification of The Problem**

Reading is 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 least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. So based on the description in the previous part, there are some problems that can be identified as follows :

1. Students are difficult to understand the reading text
2. Students are boring when they facing the reading text
3. Students are uninterest to facing the reading text
4. Students just focus on understanding the object without enjoying the reading text.
   1. **Limitation Of The Study**

In this study, the writer only focuses the effects of treatment with pre-questioning and without pre-questioning on the students’ reading comprehension. It is conducted only for the second grade student of IPS classes of MA Darul Irfan Kota Serang in Academic year 2013/2014. Thus, the result of this study only generalized or applied to the target population, specifically to the Second Grade Students of IPS classes of MA Darul Irfan Kota Serang.

* 1. **The Statement of the Problem**

From the background above, the problem of the study are formulated as follows :

* 1. How is students ability in learning reading comprehension at the second grade students of MA Darul Irfan Kota Serang Academic year 2013/2014?
  2. How is the effect of teaching reading comprehension without using pre- questioning at the second grade students of MA Darul Irfan Kota Serang Academic year 2013/2014?
  3. How is the effect of using pre-questioning in teaching reading comprehension at the second grade students of MA Darul Irfan Kota Serang Academic year 2013/2014?
  4. **The Aim of the Study**

The Aim of the study are:

1. To find out the student’s ability in learning reading comprehension at the second grade students of MA Darul Irfan Kota Serang Academic year 2013/2014.
2. To find out the effect of the teaching reading comprehension without using pre- questioning at the second grade students of MA Darul Irfan Kota Serang Academic year 2013/2014
3. To find out the effect of using pre-questioning in teaching reading comprehension at the second grade students of MA Darul Irfan Kota Serang Academic year 2013/2014
   1. **The Importance of The Research**

In relation to the study, the writer states some assumptions as follows:

1. Pre-questioning can help the students to comprehend the reading text.
2. The students have been taught about how to identify the main idea and supporting details of a paragraph and how to recognize kinds of text.
   1. **Hypothesis**

The hypotheses of this study can be mastered alternative and null hypotheses. The hypotheses are, as follows:

1. Ha: There is significant effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students of IPS classes at MA Darul Irfan Kota Serang.

Ho : There is no significant effect of treatment with pre-questioning on the reading comprehension achievement of the second grade students of IPS classes at MA Darul Irfan Kota Serang.

* 1. **Significance of the Study**

The study is expected to be significance as follows:

1. Giving a description about the effects of treatment with pre-questioning and without pre-questioning on the students’ reading comprehension achievement.
2. Giving a reference to development of teaching learning process especially in reading, that pre-questioning can make the students’ reading comprehension will be better.
3. Giving a contribution to the students how to improve their skill in comprehending about the reading text.
4. Giving a profitable description to any further researcher which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.
   1. **Clarification of Key Terms**

There are some terms in this study that should be clarified, as follows:

**Pre-questioning**

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 and also to rise their interest, and their cognitive aspect to predict what will faced by them in the next whole text.

**Reading Comprehension**

Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text.

In this study, reading comprehension achievement operationally defined as the students’ scores in comprehending the text on the reading comprehension tests, after having and without having the pre-questioning.

**MA Darul Irfan Kota Serang**

It is clearly stated on the research problem that the MA Darul Irfan Kota Serang is the location or site of the research.

1. Yorkey, *Study Skills for Students of English*., (Vermont: McGraw-Hil.,1982) p.100 [↑](#footnote-ref-2)