**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

Reading is one of the competencies should be mastered by students. However, based on my observation when I conducted preliminary research (teaching practicum or PPLK) at Islamic boarding school Daar Al Ilmi I found some students faced in reading comprehension. The first, some students have low reading comprehension. When I gave them reading exercise some of them got a score below the minimum standard (KKM). One of the skills that is honed early in school is reading. Nevertheless, fluent reading does not necessarily guarantee students’ understanding of the reading. In fact, in understanding the subject matter, reading skills are needed by students. Carol Hegarty stated "many skills are involved in understanding what you read. Simply paying attention is the most important. That only makes sense".[[1]](#footnote-1) The second, some students did not have good reading motivation. Based on my interview with students who I selected randomly, some of them admitted that they seldom read book especially English books. Because these students are not able to achieve good marks in reading comprehension and do not acquire it beneficially. One of the ways that can be used as a solution to motivate learners and develop their reading skill is the use of reading interfence programs. According to Nahid

Mohseni. T “motivation is an essential factor to improve reading comprehension that all of researchers and teachers admitted it”.[[2]](#footnote-2) So that “motivation is an influence factor for achieving a special goal”.[[3]](#footnote-3) The third, some students lack of vocabularies. Based on my experiences while conducted teaching practicum there were many students who often asked the meaning of certain vocabularies to teachers and it becomes worse because they don’t have dictonary. The fourth, teacher as teaching strategy or methodology in teaching reading looks old fashion and made students bored. Based on my observation the English teacher taugh reading by asking the student to read aloud and translate the text into the Indonesian language. The fifth, teacher seldom asked the student to read English text more and given reading exercises. Based on my observation, the teacher only gave students reading exercise in the form of multiple choice without explaining to a student how to understands the meaning of the text deeply and comprehensively.

Based on the students’ problems above, the researcher taught that in teaching reading needs improvement. One of them by choosing an appropriate strategy which enable student to improve their reading comprehension and attract their interest in reading English text. Therefore, the researcher proposes predicting strategy to enhance their reading comprehension on narrative text for the eighth grade of Islamic Boarding School Daar Al Ilmi. In short, the researcher proposes his study which in the title “The Effectiveness of Prediction Strategy in Teaching Reading Comprehension on Narrative Text (A Quasi Experiment Research at the Eighth-Grade of Junior High school of Islamic Boarding school Daar Al Ilmi Cikulur).

1. **Statements of the Problem**

Based on the background of the study, the writer formulates the research questions as follows:

1. How is the students’ reading comprehension on the narrative text of the eighth grade of Islamic Boarding School Daar Al Ilmi Cikulur?
2. How is the effectiveness of predicting strategy in teaching reading narrative text of the eighth-grade students of Islamic Boarding School Daar Al Ilmi Cikulur?
3. **The Aims of the Study**

Based on students of the problems, the objective of the study can be describe as follows:

1. To describe the students’ reading comprehension on the narrative text of the eighth grade of Islamic Boarding School Daar Al Ilmi Cikulur.
2. To investigate the effectiveness of predicting strategy in teaching reading narrative text of the eighth grade of Islamic Boarding School Daar Al Ilmi Cikulur.
3. **The Significant of the Study**

This research is concerned with improving reading comprehension through a prediction strategy. The present study is expected to indicate significance theoretical and practical information on the importance of implementing the prediction strategy in teaching reading. Related to the target of this research, research will have two significance, such as theoretically and practically.

Theoretically, this study can be used to give us evidence about effectiveness theory based on the problem that faced above that is improving reading comprehension through prediction strategy. Furthermore, the result of this study is expected to enrich theories and can be referenced for other studies related prediction strategy in different language competencies.

Practically, this study has benefit for the teachers, students, and school. The result will help teachers especially for those who taught the eighth-grade students of Islamic Boarding School Daar Al Ilmi Cikulur in improving their reading comprehension. For the students it will be useful to get the opportunities to improve their readings specify in understanding, developing, and explain the whole of the story in the text. The last beneficial for school, the credibility of the school will increase because of the efficacy of the teachers and students after applying the prediction strategy.

1. **Clarification of the Term**
2. Reading is process of reading a text.
3. Reading comprehension understands a text that is read. This will be reflected on students’ answer questions reflected on students’ answer of questions related to the text.
4. Teaching reading comprehension refers to guiding the students to read a text and understand it.
5. Prediction strategy is one method in teaching reading comprehension. it will assist students to understand a text through clues, such as tittle, cover, pictures, etc.
6. **Hypothesis**

Based on background of the problems, research problems, and objectives of the research, the researcher elaborates hypothesis as follows:

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| --- | --- | --- |
| H1 : rxy ≠ 0 | : | There is significant effect of predicting strategy in teaching reading narrative text. |
| H0 : rxy = 0 | : | There is no significant of predicting strategy in teaching reading narrative text. |

1. **Organization of Writing**

This paper research has five chapters, they are:

The first chapter is introduction, which consist of the background of the study, statement of the problem, the aims of the study, the significant of the study, clarification of the term, hypothesis and organization of writing.

The second chapter is theoritical framework, which consist of three parts, part A is theory of reading, B is reading comprehension, and C is prediction strategy.

The third chapter is method of the research, which consist of research method, research setting, population and sample, the technique of data collecting, reading assessment criteria for pre-test and post-test and the technique of data analyzing.

The fourth chapter is result and discussion, which consist of data description, comparison of post-test experimental and control class, hypotesis testing and interpretation data.

The fifth chapter is closing, which consist of conclusion and suggestion.

1. Carol Hegarty. *Reading Comprehension: English in Context.* (Costa Mesa: Saddleback Educational Publishing, 2002), 61. [↑](#footnote-ref-1)
2. Nahid Mohsein & Reza Ahmadi. “The Effect of Learners’ Motivation on Their Reading Comprehension Skill”. In *Tehran:* *English Literature Department,* Vol.2, No.3,(September*-*2017), 10. [↑](#footnote-ref-2)
3. Nahid Mohsein & Reza Ahmadi. “The Effect of Learners’ Motivation*,* 12. [↑](#footnote-ref-3)