

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays in Indonesia, English becomes essential language subject of education issues. The government realizes how important English is today for global development. Therefore, English has been important part of the school curriculum, which is learnt as the main subject by the Indonesian students to develop technology, science, and culture.

It has relation to the Holy Qur'an Al-Mujadalah verse 11 :

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا

قِيلَ اذْشُرُوا فَانْشُرُوا يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا

تَعْمَلُونَ خَبِيرٌ

Allah explains on the verse above that for human that compete on learning, Allah will raise their degree and relieve them for learning. Because learning is very important for human being.

To achieve English, the Indonesian students must be able to master the four skills in English: listening, speaking, reading, and writing. In the process of teaching and learning English, reading ability also plays important role which has

to be learnt almost by the students in every level of education for mastering English as a target language. By reading, a language learner not only gets the information about the text, but also gets a good model for their writing Harmer (2007, p.27). Thus, it is important for the teachers to teach reading to their students, and help them to read effectively by showing them some good ways in reading.

It has relation to the Holy Qur'an Al-Alaq verse 1-5 :

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Thus, Allah explains on the verse above that human is recommended to learning, and reading is very important for human being. By reading, people are able to know and understand everything in their lives because it gives people information and new knowledge. They can find it in the book, magazine, newspaper etc.

Being able to read in English is very important, because there are many books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life. We read many kinds of written materials from newspaper, magazine, to academic books using English.

Reading is also something crucial and has main role in human beings life. By reading, we can get a lot of information about science, technology, enjoyment,

even problem solution, and other advancements. Like reading activities, it is not simple activity because reading is about understanding written text. According to O'Toole (2009, pp.1-4) that developing reading activities involves more than identifying a text. It is also the activity of writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it.

Reading comprehension is a part of reading subject, which is emphasized in reading comprehension of the contents. In other words, reading comprehension is meant as the act of grasping the reading content with the mind. Comprehension includes recognizing and understanding main ideas and related details.

A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading activities. In a pre-reading stage, it will help the students easily to understand the text. The pre-reading stage is a phase before the students are given the reading text. The teacher usually brainstorms or arises students' attention about the text. In this phase, the teacher will encourage the students to activate their background knowledge with the theme they learn.

But in reality, students often have lack of vocabulary or do not have enough vocabulary in their schemata to read the text, so it makes them confused and they do not understand with the text. It will be effect to students' ability especially reading.

At PPB (Language Development Center) of State Islamic University of Antasari Banjarmasin, teaching reading is not only asking students to read the

text, but also to guide them to comprehend the message of the text itself. Briefly, to comprehend the reading text, students also should pay attention and master the reading comprehension seriously. Because reading comprehension is not simple process but needs the cooperation of brains and the eyes.

Based on researcher's interview to the chief and observation at PPB, the lecturer used pre-reading activities in teaching English. And when the researcher observed in classroom the students have difficult to comprehend reading, finally the researcher is interested in observing pre-reading activities. Therefore, pre-reading activities can build their vocabulary and at the same time, it will help them to read by using their comprehension. So, by having this kind of activity, it can activate or build the students' knowledge of the subjects, to provide any language preparation that might be needed for coping with the passage, and to motivate the learners to want to read the text Celce-Murcia (1991, p.202).

PPB is a compulsory program for all first-year students of State Islamic University of Antasari Banjarmasin. The objective of this program is for students have language skill. A lecturer has a great responsibility to use pre-reading activities because it actives the students and helps them to engage and interact with the content. If a lecturer in teaching and learning in the class does not supports pre-reading activities, then the indicator achievement or learning objectives does not reach optimally. And lower level students are chosen by reasercher since at this level they have more vocabulary and understand about a text (reading comprehension).

Many studies have been conducted in Indonesia on EFL (English Foreign Language) students about their reading. They still mainly focused on researching reading in classroom settings with the basis to see the facts of the problems arising in teaching and learning of reading, the reasons behind those problems and the ways to solve those problems. For example, Hannah (2011) on her research with the title; *The Effect of Pre-Reading Activities on Students' Performance in Reading Comprehension in Senior Secondary Schools*, that better comprehension can be gained through exposure to pre-reading activities and as a useful tool to facilitate students' reading comprehension activities. Maretnowati (2014) on her research with the title; *The Effectiveness of Pre-Reading Activities (Questioning and Viewing Pictures) in Students' Comprehension in Reading Recount Text*, that teaching reading through pre-reading activity can enhance the students' comprehension.

Finally, in conducting the study, the researcher wants to know the use of pre-reading activities at PPB in reading comprehension. This study give specific information about the lecturers' activity which is used in the class to reach indicators achievement optimally. Therefore, the writer poured it in a research entitled **THE USE OF PRE-READING ACTIVITIES IN READING COMPREHENSION.**

B. Statements of Problems

Based on the background of study, the problems of the study are as follow:

1. How is the use of pre-reading activities in teaching reading comprehension?

2. How are students' responses toward pre-reading activities in learning reading comprehension?

C. Objectives of the Research

The objective of this study is to find the answer or conclusion. The researcher wants to get the conclusion after the activities of this study is completely done. Based on the problems formulation given on the previous part, this study is aimed:

1. To investigate the use of pre-reading activities in teaching reading comprehension.
2. To find out students' responses toward the pre-reading activities.

D. Significance of the Study

The result of the study is expected to have significant contribution to improve the quality of English teaching, especially in teaching reading. It is expected that the finding can be a very useful input for the researcher, English lecturers, students, and other researchers in the following ways.

1. Theoretical

Theoretically, the result of this study is expected to be used as a reference or research base in discussion about education issues, especially related to the use of pre-reading activities in improving the students' reading comprehension achievement.

2. Practical

Practically, this study will give valuable information for lecturers and students' to give their contributions in the teaching and learning process. Because, pre-reading

activities, helps students' in reading comprehension and it recommended that lecturers could use pre-reading activities as a useful tool to facilitate students' reading comprehension.

E. Definition of Key Terms

There are some definitions of key terms in this study to support the researcher in conducting the study. They are:

1. Reading comprehension

Reading comprehension means perceiving a written text in order to understand its content. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. So, reading comprehension is the way to understand a written text for information or pleasure. Snow (2002, p.11)

2. Pre-Reading Activities

Pre-reading is an activity to help students more understand about the text or passage relate background information to reading, and learning through pre-reading activities can enhance students' ability in comprehension and make the students' easier to understand about reading material.

3. PPB (Language Development Center)

PPB (Language Development Center) is an institution of Intensive English Course for students in State Islamic University of Antasari Banjarmasin. The Intensive English Course in PPB is a compulsory program for all first-year students of State Islamic University of Antasari Banjarmasin. It is located on Jalan Ahmad Yani km. 4,5 East Banjarmasin, South Kalimantan.