

CHAPTER I

INTRODUCTION

A. Background of Study

Language is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture.

Allah SWT created various languages for human as Allah said in the Holy Koran, Ar-Rum 22:

كُفِيَ إِنَّ وَالْوَالِدَاتُ كُنَّ أَسِنَّتِكُمْ وَأَخْتَلَفُوا فِي الْأَرْضِ وَالسَّمَوَاتِ خَلْقُ آيَاتِهِ وَمِنْ

لِّلْعَالَمِينَ لَا يَتَذَكَّرُ

It can be understood from this verse that Allah created some variations in our language in order to be taught and researched by humans, because there are many different people and different nations in the world from the geographical aspects, and of course every nation has different cultures and languages, that is why there are many various languages in the world used for communication.

As one of International languages, English is a language which is the official language in a large number of countries. English also is the dominant business language which means learning English is really crucial for people who want to conduct international business. Moreover, many books, music,

and world top films are produced and published in English, therefore by learning English everyone will have access to a great wealth of entertainment and will have a greater cultural understanding.

In Indonesia, English has been taught as a foreign language. It is not only taught as a subject in elementary school and in high school, but also in the university level. Learning English is an obligation for the students because many scientific books and other source of knowledge are written in English. For the students, they must be equipped with good command of English so that they can improve their potential such as insights, knowledge, and experience. English competence is important to be used in communication, to get or to share information and to get personal relationship. Hence, students need to understand and use English to improve their confidence to face global competition.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Alexander (1975, p. viii) said that “English is intended to develop four skills”. Reading skill becomes very important in education field because by reading we will get much information, improve our prior knowledge, and also get much experience from everything we read and we can be a better person in front of our God as Hesaid in His Holy Quran Surah Al-Mujadilah verse 11:

﴿ خَيْرٌ تَعْمَلُونَ بِمَا وَاللَّهُ دَرَجَاتٍ الْعِلْمَ أُوتُوا وَالَّذِينَ مِنْكُمْ ءَامَنُوا الَّذِينَ اللَّهُ يَرَفَعُ

In teaching learning process reading holds an important role, because the students always do reading when they are learning. They read their work-

sheet, guidance book, teacher's handwriting on whiteboard, and etc. Therefore the teacher should apply appropriate teaching technique as well as method to establish the effectiveness of English teaching. It will be easier and more enjoyable for students to receive the lesson. The appropriate method should be the fusion between linguistics theories, the psychological state of students and the presentation of materials. To make the best method in language teaching, it needs the alertness of teacher for interpreting, comprehending, reformulating, implementing and evaluating the use. Besides, a method can be best applied if there is a real effort by the teachers to make progress in learning process. Regarding the consideration above, teacher has the strong intention as well as responsibility to carry out the appropriate methods and strategies in order to solve the commonly problem faced by students.

English is usually learn and taught at junior high school, senior high school and at university. It means that English is important thing to understand by Indonesian people, but in reality there are some problems that are faced by the students. It is realized that most students get bad score, have bad vocabulary, and possess bad pronunciation. They get the problem because some factors, such as the teacher, students' interest and motivation.

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. The writer is interested to learn more about this problem and interested in doing the research entitled "THE EFFECT OF PRE-QUESTIONING ON READING COMPREHENSION ACHIEVEMENT ON SEVENTH GRADE STUDENTS AT JUNIOR HIGH SCHOOL 23 BANJARMASIN ACADEMIC YEARS 2014/2015"

B. Statement of Problems

In order to get clear information about this research, the writer centralize the problem of this research to The Effect of Pre-Questioning on Reading Comprehension Achievement on Seventh Grade Students at Junior High School 23 Banjarmasin Academic Year 2014/2015. Then, the writer focuses on these problems:

1. How is the reading comprehension achievement of control class and experimental class at seventh grade students at Junior High School 23 Banjarmasin academic year 2014/2015?
2. Is there significance different in reading comprehension achievement between control class and experimental class of seventh grade students at Junior High School 23 Banjarmasin academic year 2014/2015?

C. Objective of study

Based on the statement of problem before, the purposes of this research are stated below:

1. Through this research, the writer wants to know how reading comprehension achievement of control class and experimental class at seventh grade students at Junior High School 23 academic year 2014/2015 is.
2. The writer also wants to know the effectiveness of using pre-Questioning toward the seventh students' reading comprehension achievement of Junior High School 23 academic year 2014/2015.

In this study, the writer only focuses on the effect of treatment (with pre-questioning and without pre-questioning) on the students' reading comprehension achievement. It is conducted only for the seventh grade student of Junior High School 23 Banjarmasin academic year 2014-2015. Thus, the result of this study only generalized or applied to the target

population, specifically to the seventh grade students of Junior High School 23 Banjarmasin academic year 2014-2015.

D. Hypotheses

The hypotheses that will be examined in this research by the writer are:

a. Direction or alternative hypothesis (H_a)

There is significant difference in students' reading comprehension achievement between students in experimental class and students in control class of seventh grade students of Junior High School 23 Banjarmasin academic year 2014/2015.

b. Null hypothesis (H_0)

There is no significant difference in students' reading comprehension achievement between students in experimental class and students in control class of seventh grade students of Junior High School 23 Banjarmasin academic year 2014/2015

E. Significance of Study

From the result of this research, the writer expects it can be useful as:

1. Academic benefit

The result of this study can be used as an additional reference by other writers to arrange further research related to observe the same field in different point of view.

2. Practical benefit

- a. For the writer, to enrich the writer's knowledge and experience in specific research especially about the effectiveness of using pre-questioning in improving student's reading comprehension achievement.
- b. For students, it can help to motivate the students to learn in a communicative and interesting way, so that it will be easier for them to understand the material especially in reading comprehension.
- c. For the teachers, it can be a reference for their teaching and learning process to make students enjoy their study and to improve the successfulness of teaching and learning process and also evaluation.
- d. For readers, this research hopefully can give more knowledge about the effect of using pre-questioning in teaching reading, whether it can influence students' reading comprehension achievement or not.

F. Definition of Key Terms

To avoid misinterpretation toward the title, the writer needs necessary to explain some terms in the title as follows:

1. Effectiveness

Effectiveness is form word “effective”. It means producing the result that is wanted or intended” (Oxford Learner’s Pocket Dictionary, 2008, p. 277). Effectiveness is having an effect, able to bring about the result intend (Hornby, 1974:277). Effectiveness is to the degree to which educational means processes result in the attainment of educational goals (Scheerens, 1992:11)

2. 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.

3. Reading

According to Dallmann (1982:22) states that reading is a receptive skill. In this aspect, the cognitive processes involved are similar to those employed while listening. In both, the students are engaged in decoding a message rather than encoding. The goal is to be able to read comfortably which implies that the students should reach a level which they do not feel a conscious strain while reading.