

CHAPTER I

INTRODUCTION

A. The Background of the Study

Scientific and technological information written in English are available in large number nowadays. To access such information, the students need to be able to read and understand written sources.

Realizing the fact that to be able to access the world's scientific and technological information, the teaching of English in Indonesia has been started by giving much more attention to the implementation of developing reading comprehension. However, one of the greatest problems is that reading comprehension of junior, senior, and university students in Indonesia are still poor (Soejoto, 2002), this indicates that the improvement of the teaching of reading comprehension is very essential. Consequently, there are several factors affecting of reading comprehension.

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message (Chandavimol, 1998:31-42). Bowen (1982:74) says that comprehension always attends to what is coded or written in the text, but it also depends upon the reader's background experiences, purposes, feelings, and needs of the moment. Wixson (1987: 65) says that reading is the

process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

Therefore, it can be said that reading comprehension has relationship with the background knowledge of the students. The more he / she has knowledge about what he / she is reading, the better he / she comprehend what the text is about.

Similarly, Klinger, Vaugh, and Boardman (2007:226) say that the students need to be engaged with what they are reading. One of the strategies is through prediction. Therefore teacher should lead students to predict what the text is about before they read the text. In order to lead the students to make prediction, teacher can give them pre-questioning.

During her teaching practice, the writer found out that the majority of the students of SMP Negeri 22 Medan had difficulty in reading narrative text. The score of KKM was 75. 75% of the students got under this score.

In line with this study, the writer thinks that 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 improving students' reading comprehension in reading English narrative text

through pre-questioning strategy. The writer believes that this strategy tends to build the students' interest and motivation to read the text.

B. The Problem of the Study

Based on the background of study above, the problem of the study is as follows: "Is the students' reading narrative text achievement improved significantly by using the pre-questioning strategy?"

C. The Objective of the Study

The objective of the study is to investigate if the use of pre-questioning strategy improves the students' reading narrative text achievement significantly.

D. The Scope of the Study

In relation to the reading comprehension, there are three levels of comprehension, namely: literal, inferential, and evaluation comprehension. This study focuses on the grade 8 students of SMP Negeri 22 Medan in reading narrative text through pre-questioning strategy at the level of literal comprehension.

a. The Significance of the Study

The study is expected to have both theoretical and practical contributions.

- (1) Theoretically, to help teacher/researcher to find out alternative way of teaching reading.

(2) Practically, it can be used as a model to improve the students' reading narrative text through pre-questioning strategy.



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