CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to Smith and Johnson (2019), reading comprehension in English plays a vital role, especially in the educational contSSext, as it serves as a gateway to numerous benefits. Brown (2020) states that reading enhances knowledge and insight, broadening individuals' horizons by exposing them to diverse ideas, cultures, and perspectives. Furthermore, Taylor (2021) explains that reading fosters critical thinking skills by encouraging readers to analyze, evaluate, and interpret texts, thereby improving their ability to make informed decisions.

Evans (2022) highlights that reading also enriches vocabulary by exposing readers to new words in context, which aids in better understanding and retention. Additionally, Johnson and Lee (2023) emphasize that reading plays a crucial role in improving communication skills, enabling individuals to express themselves more effectively and confidently.

In the context of English recount texts, Harris (2020) points out the significance of reading comprehension. Roberts (2021) explains that recount texts function as repositories of factual information, guiding readers through sequences of events or experiences. Anderson (2019) adds that understanding recount texts is essential for extracting factual information, following instructions, and grasping chronological sequences. Therefore, Clark and White (2022) conclude that proficiency in understanding recount texts is critical for students aiming to

effectively navigate various academic and real-life situations.

According to Cahyono and Wulandari (2021), numerous studies highlight the persistent issue of low reading comprehension skills among Indonesian students. Miller (2020) identifies several factors contributing to this issue among junior high school students, including a lack of motivation and interest in reading, limited exposure to diverse reading materials, inadequate vocabulary and background knowledge, ineffective teaching methods, and insufficient educational resources and facilities.

Based on the initial observation, researcher was found that students in SMP Negeri 4 Satap Pancur Batu still face significant challenges in reading skills, especially in understanding recount texts. Most students showed difficulty in explaining the content of the text after reading. Many of them could not identify key information or summarize the story well. During the learning session, many students seemed to be less active in participating in the discussion. Only a few students dared to ask questions or give opinions about the text read. Observations also found that the teaching methods used tended to be monotonous and did not involve interactive learning strategies, making it less interesting for students.

Based on preliminary data certain obstacles remain at SMP Negeri 4 Satap Pancur Batu, particularly in understanding recount texts. Researcher found that students struggle to identify main ideas, understand the sequence of events, and make inferences from the text. These difficulties hinder students' ability to fully grasp the meaning and significance of the text, which affects their overall academic performance and confidence in reading English.

To address these challenges, Adams et al. (2023) propose comprehensive strategies that encompass pedagogical innovation, cultural promotion, and infrastructure development. Taylor and Brown (2021) argue that collaborative efforts from various stakeholders are essential. Evans and Green (2022) stress the need for educators to adopt innovative teaching methods that promote active engagement with texts, enhance vocabulary development, and foster critical thinking skills among students.

As a solution, Williams (2020) proposes the prediction strategy to improve students' reading comprehension. Johnson et al. (2023) explain that this strategy involves anticipating the content of a text before reading, which helps focus attention, activate prior knowledge, and facilitate connections with new information. Green (2022) states that implementing prediction strategies offers significant benefits, including increasing students' motivation and interest in reading. Therefore, Lee and Parker (2023) suggest that integrating prediction strategies into reading instruction holds great potential for enhancing reading comprehension among students.

Syaifudin (2020) stated that by using prediction strategy, students can more easily understand recount text because they are invited to think critically and make predictions about the content of the text before reading it. This helps students relate new information to existing knowledge, thus improving their understanding of the text. By making predictions, students can see the relevance of the subject matter to their personal experiences. This creates a more meaningful context for them, thus increasing their motivation to learn as well as improving

their reading skills. The application of prediction strategy in teaching recount texts not only helps improve students' reading and writing skills but also creates a more interactive and fun learning environment. This provides an effective tool for teachers to support the development of students' English language skills at SMP Negeri 4 Satap Pancur Batu.

Although many studies have explored various learning strategies to improve reading comprehension, there is still a lack of application of prediction strategy specifically in learning recount text at the junior high school level in Indonesia. Previous research, such as that conducted by Cahyono and Wulandari (2021), shows that students in Indonesia still face serious problems in reading ability, especially in understanding recount texts. Although some studies have shown the effectiveness of prediction strategy in different contexts, such as in descriptive and narrative texts, no research has specifically examined the application of this strategy in the context of recount text in SMP Negeri 4 Satap Pancur Batu.

This shortcoming creates a research gap that needs to be filled. Considering that students in this school show low motivation and comprehension in reading, it is important to explore how prediction strategy can be applied to improve their reading ability. This study aims to fill the gap by analyzing the implementation of prediction strategy in teaching reading comprehension of recount texts for grade VIII students at SMP Negeri 4 Satap Pancur Batu. Thus, this study will not only provide new insights into the effectiveness of prediction strategy but will also provide practical recommendations for educators in an effort to improve the quality of English teaching and learning in the school.

1.2 The Problem of the Study

Based on the research background, the problem of the study is: *How is prediction strategy be the implemented to improve the reading comprehension of English recount texts among Grade VIII students at SMP Negeri 4 Satap Pancur Batu?*

1.3 The Objective of the Study

The objective of the study is to investigate the implementation of prediction strategy in enhancing reading comprehension among Grade VIII students in English recount texts at SMP Negeri 4 Satap Pancur Batu, with the aim of improving their overall proficiency in English.

1.4 The Scope of the Study

The scope of the study encompasses the implementation and evaluation of prediction strategies specifically tailored to Grade VIII students in English recount texts at SMP Negeri 4 Satap Pancur Batu during the second semester of the 2024/2025 academic year. The focus is on improving their reading comprehension within the confines of the classroom setting and the constraints of the existing curriculum.

1.5 The Significance of the Study

The significance of this study lies in its potential to address critical challenges faced by junior high school students in achieving proficiency in reading comprehension, particularly within the context of English recount texts at

SMP Negeri 4 Satap Pancur Batu. By investigating the efficacy of prediction strategies tailored to Grade VIII students, the study aims to bridge the gap between existing educational practices and desired outcomes, offering practical insights for educators and policymakers while contributing to the theoretical understanding of language acquisition and pedagogy.