

## CHAPTER I INTRODUCTION

### A. The Background of The Study

Language is what human being talk with. Without language people will not be able to communicate one each other. Language makes it possible for individuals to live in a society. In other words, language is a medium to express our felling. To make a relation and also to built communication to transfer information from one another.

In this globalized era, English as an international language has very strategic position in the global setting. It is now being recognized as a global language because it is widely used in spoken and written language all over world. As a language with its strong position, people all over the world need to learn and study the language so that they can communicate well in the English spoken society as a foreign language (FL) or second language (SL)

English in this 21 century with its rapid development in information and communication technologies (ICTs) not only it is used as a global language, but also as a language of science, technology, and advanced research. It show that English is so important at present especially for the student as the Indonesian coming generation.

Language proficiency consist of four basic skills, namely listening, speaking, reading, and writing that should be achieve by the student who learn English. Reading, as one of the important skills should be mastered because the

fundamental goal to any reading activity is knowing enough science concepts and knowing the language especially comprehending or understanding. According Jhonson (1983:11) reading is an interesting between a reader and a text. Reading has much contribution to the students for improving their English as well as enriching their experience and intellectual ability. By reading, the students are able to gain information and to improve their knowledge. The goal of learn English is to enable the students in understanding the idea and meaning of the passage. In the Educational Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan : KTSP*) it is clearly states that students are expected to be able to comprehend the meaning (sense) of both in the form of recount, narrative, procedure, and report in the context of daily life.

In teaching reading, the teacher should realize that the main goal of reading process is comprehension. The aim of teaching reading is to develop the student' reading competence so that they can read English text effectively and efficiently. They should have a particular purpose before they interact with text. many teacher have difficulties in teaching reading to the students. To help them read with a better understanding, it is necessary to discover what particular weakness are contributing to their understanding of the text. they cannot fully recognize the sentence as well as the meaning. They often need much time to do i. In comprehension, a reading text is still a serious problem for the students. The majority of the students cannot understand the text well. As a result, they cannot understand the main idea and answer the questions from teacher. The assumption usually is based on the individual's between the general idea and supporting

details. These conditions are caused many factors. One of them is the students cannot understand the meaning of the new words in the text.

The national examination (*Ujian Nasional: UN*) is the last form of a school leaving general examination in Indonesia starting from 2005 until now. It can be defined as a test to measure and evaluate the student' competence nationally by the central government after the process of teaching and learning. Since the school year 2003/2004 the English national examination in Indonesia has include listening and reading skills with the number of the items of 20 listening questions and 40 reading questions. This fact shows that reading has a great position in learning English in the class.

Based on the research experiences during Field Practice Experience (*Praktek Pengalaman Lapangan: PPL*) it was found that almost all of the students had difficulties in searching the meaning of the words and the main ideas of their reading text. there were some problems that caused the low students' achievement. The first was motivation. The students had low motivation. Most of the students were not interested in learning English. The mindset was that English is difficult so when there was an English class, they were not exited these and many other things had disturbed the teaching-learning process. Reading was main problem because when they were asked to read, they did not understand the content of the text even if it was a simple text and it had been read for three or four times. The other problem was the facilities of the school. The facility was

very important because it was one of the crucial aspects that could improve the students' achievement. The school still lacked the facility like a reading room or a language laboratory. The third was the teaching strategy. The teaching strategy that used by the teacher in teaching-learning process was still conventional and still applied lecturing strategy. It was teacher-centered and there was no group work. The students worked individually. The teacher strategy made the students feel bored and inactive because they could not interact one to another and work together while the students needed interaction with other students and also the teacher.

In this research the researcher focuses on the teaching strategy. The teacher as an educator should know the best language teaching strategy in teaching reading skill. For this purpose, learning reading comprehension by using pre-teaching vocabulary strategy is one of teaching strategy.

From the background above it is clear that reading is the important part in communication. That is why know the new vocabulary in the text is very important to be investigated in order to help the students to improve their achievement in reading comprehension.

### **B. The Problem of The Study**

Based on the background of the study above, the problem of the study is formulated as the following:

Is the students' achievement in finding topic sentence of paragraph significantly improved through pre-teaching vocabulary?

### **C. The Objective of The Study**

In general, the writer will give some explanations about the topic sentence. For the reader it is important to know it, because if we cannot know the topic sentence, it means that we cannot understand what the text tells about.

For the writer himself, he would able to apply it to add knowledge of reading and to develop skills in English.

### **D. The Scope Of The Study**

Considering the vastness of linguistic field. The writer will make the limitation of discussion of the problem or subject matter; in this case, the writer will limit on finding the topic sentence in paragraph especially in descriptive text.

### **E. The Significant of The Study**

The finding of this study are expected to be useful theoretically and practically

1. Teachers, it will give them an affective finding the topic sentence in a paragraph.
2. Students, it will increase the knowledge in reading. And make them understand the sentences and what they are saying. Finally, they have to see how the sentences related to in another.
3. The others, in improving the ability on finding the topic sentence especially in descriptive text.