

CHAPTER I

INTRODUCTION

This chapter gives a brief description of some fundamental reasons underlying the topic of the research. In detail, this chapter consists of background, statement of the problem, the scope of the research, the aim of the research, hypothesis, research method, research procedure.

1.1 Background

Not all teachers realize the important of teaching reading. In teaching reading, there are some teachers that just say “Please turn to page 34. Read the passage and answer the questions.” The teachers who start the lesson in this way are hardly likely to motivate students to read. It can make students just read the text and do not comprehend the text; while in the competence standard, it is stated that students have to comprehend the text.

To comprehend the text, the students need some motivation, background knowledge, and some strategies and skills. Students may fail to comprehend the texts while researching text. Lazar (1993:76) groups such problems as motivation, comprehension, making interpretations, and inadequate reading strategies. Those kinds of failure occur, because of the lack of appropriate knowledge structures.

To solve those problems, pre-reading activity is appropriate. Eddie Williams (1989: 37) states the functions of pre-reading activity are to introduce and arouse interest in the topic of the text, to motivate learners by giving a reason

for reading, and to provide some language preparation for the text. In line with Williams, Chastain (1988) states that the purpose of pre-reading activities is to motivate the students to read the assignment and to prepare them to be able to read it.

There are some research such as *The Effects of Pre-Reading Activities on ELT Trainee Teachers' Comprehension of Short Stories*, *Increasing Comprehension by Activating Prior Knowledge and Schema Theory-Based Pre-Reading Tasks: A Neglected Essential in the ESL Reading Class* that investigate the effectiveness of pre-reading activity in improving students' reading comprehension. And the result of their researches showed that the use of pre-reading activity in improving students' reading comprehension is effective. The researchers use different reading activity for the different subject.

Pre-reading activity creates an opportunity to challenge the students to call on their collective experiences (prior knowledge). Pre-reading activity has been developed to help students relate new information in written discourse to their prior knowledge. Prior knowledge is an important element in reading process. It is an essential factor in comprehension that makes sense of reading experiences.

A number of organized pre-reading approaches and methods have been proposed in the literature for facilitating reading through activation of background knowledge. Lazar (1993) classifies the common pre-reading activities used to activate appropriate knowledge structures or provide knowledge that the reader lacks as: previewing, providing background knowledge, pre-questioning, and brainstorming. In this research, the writer will use previewing as pre-reading

activity. Previewing the text by using the title, pictures, illustrations, or subtitles of a text as stimuli, can help students predict or make some educated guesses about what is in the text and thus activate effective top-down processing for reading comprehension.

Through this process, the teacher moves students from memorizing information to meaningful reading activity and begins the process of connecting reading activity rather than remembering bits and pieces.

In this research, referring to those descriptions, writer would like to observe the effectiveness of previewing as pre-reading activity to improve students' reading comprehension ability.

1.2 Research Question

In order to reach the aims of the research, it is a must for the writer to select the problem that is going to be investigated. According to Arikunto (1998), to enable the research to be conducted appropriately, a researcher should formulate the problem as clear as possible.

Relating to the theory above, this research address the following questions:

1. Would the use of previewing as pre-reading activity lead to a significantly higher reading comprehension than when they read without previewing?
2. What is students' perception toward the use of previewing as pre-reading activity to improve students' reading comprehension?

1.3 The Scope of the Study

This study focused on investigating the effectiveness of previewing as pre-reading activity to improve students' reading comprehension and students' perceptions toward previewing.

1.4 The Aims of the Study

In conducting the study, the researcher has aims to achieve. There are two aims as follow:

1. To find out whether the use of previewing lead to a significantly higher comprehension than when they read without previewing.
2. To know whether the students' perception toward the use of previewing improve their reading comprehension.

1.5 Hypothesis

According to Hatch and Farhady in Research and Statistic Design for Applied Linguistic, hypothesis is a tentative statement about the outcome of research. It means that a hypothesis should be formulated before starting a research.

The hypothesis proposed in this research is “previewing is effective to improve students' reading comprehension”.

1.6 Research Method

To get the empirical data, the quantitative method was employed since the goal is to find out the effectiveness of previewing to improve students' reading comprehension, the experimental study used is quasi-experimental design. This category of design is most frequently used in the evaluation of education program when it is not possible for the researcher to use random assignment (Gribbons and Herman, 1997)

This design was used due to the reason that there is limited of time. As Hatch and Farhady (1982: 23) state:

Because of these and many other limitations, constructing a true experimental design may be difficult if not impossible. However, it does not mean that we should abandon research that our studies need to be approximate as closely as possible the standards of true experimental design. The more care we take, the more confident we can be that we can share with others.

In this research, the method used is quasi-experimental design with formula:

G1 T1 X T2

G2 T1 T2

G1 : Experimental group

G2 : Control group

X : Treatment

T1 : Pretest

T2 : Posttest

1.7 Research Procedure

The research employed some procedures as follows:

1.7.1 Data Collection

1. Library research

The writer read lot journals, research papers, books, and other literary related to the research.

2. Preparing the investigation

- a. Observation on the spot
- b. Preparing questionnaire

3. Giving a pretest

4. Treatment

Treatment was given only to the experimental group.

5. Giving Posttest

6. Giving questionnaire.

1.7.2. Population and Sample

A group of subjects who were chosen as a population was simply a group that had one or more similar characteristic in common. In this research, the population was the second year students of SMP NEGERI 12 Bandung. The samples of this research were two classes which were selected based on the classification made by school.

1.7.3 Instruments

The instruments used in this study were reading comprehension test and questionnaires. The reading comprehension test was used in pretest and post test.

The pretest and posttest were given to both experimental and control groups. The pretest was conducted at the beginning and the post test was given at the end of the research. The purpose is to measure students' reading comprehension. The questionnaire was given only to the experimental group to investigate students' perceptions toward previewing.

1.7.4 Data Analysis

The data analysis performed in this research involved several statistical processes. First, analyzing the students' scores on try-out test to investigate the validity and reliability of the instruments. Second, analyzing the experimental and the control groups' scores in the pretest and post test using t-test formula to investigate whether the two groups are equivalent or not. Third, analyzing the scores of pretest and posttest of each group to investigate whether there was a significant improvement in students' scores. Fourth, analyzing the students' perceptions using percentage. The last is interpreting the research findings.

1.8 Clarification of Terms

In this study, there are some terms need to be clarified to avoid misinterpretation and unnecessary misunderstanding of the terms used in this paper. Some terms are clarified as follows:

- a. Previewing: predict or make some educated guesses about what is in the text by using several stimuli in a text such as title, photographs, illustrations, or subtitles.

- b. Pre-reading: the activity that introduce the topic of the text, motivate the learners to read, and provide some language preparation for the text.
- c. Reading: a process of retrieving and comprehending some form of stored information or ideas.
- d. Reading comprehension: the process of inferring the ideas and information that depends on the information contained and the background information available with the reader.

1.9 Organization of the Paper

The paper of this research will be organized as follows:

Chapter I Introduction

This chapter provides the background of the study, statements of the problem, limitation of the problem, aims of the study, research methodology, population and sample, data collection procedure, and clarification of the key terms.

Chapter II Theoretical Foundation

This chapter consists of related theories from the experts and their researches, with related literature that writer uses in the research.

Chapter III Research Method

This section will discuss the methodology in conducting this research. It includes the preparation stages, procedures, instruments, method, and the result of the research.

Chapter IV Data Presentation and Discussion

This chapter consists of the writer's interpretation about the result of the research.

Chapter V Conclusions and Recommendations

This chapter consists of the research conclusion and suggestions to other researchers who wish to continue the research.

