

## CHAPTER I

### INTRODUCTION

This chapter presents some aspects to explain the reason why this research is done, the aspects are: (a) Background of study, (b) Research Question, (c) Research Purpose, (d) Significance of Research, (e) Rationale, (f) Hypothesis, (g) Previous Research.

#### A. BACKGROUND

Prior knowledge can be defined as all the information an individual has in her or his long term-memory (Wijaya, 2016) Adams and Bruce pointed out that comprehension is the use of knowledge to create new knowledge; for without prior knowledge, written material would be meaningless. The more knowledge the reader can bring to bear the more likely it is that the material will be understood. Prior knowledge or background knowledge becomes a primary factor in students' meaningful learning (McNamara, 2007). Good readers attempt to bridge incoming sentences with previous text content and with their background knowledge.

In this case, activating background knowledge at pre-reading activities is very determinant to students comprehend the text well. If a reader has sufficient background knowledge, he or she will automatically create visual pictures in an attempt to clarify and deepen understanding. Therefore, the activation of prior knowledge or background knowledge is definitely crucial to lead the students to comprehend the reading texts. Designing pre-reading activities is beneficially important towards students' comprehension (Wijaya, 2016).

According to the researcher's experience when teaching practice in one of the high schools in Bandung revealed that there were some problems in reading comprehension among students. This case is generally caused by a lack of internal teaching strategy among the teachers. The teachers tend to use traditional methods in EFL classrooms. The students are only asked to answer the questions given by the teacher and they are not active in teaching and learning activities especially in

reading a text. In fact, what they need is only prior knowledge before reading a text, that is with pre-reading activities, This can be a strategy or technique in reading comprehension.

The present study is aimed to apply pre-reading activities in the teaching of reading. In this case the students are exposed with pre-reading activities to make students interested in reading comprehension, therefore a teacher can provide activities before reading or called pre-reading so students feel interested in what they will read and also understand how to fill the text. Pre-reading activities cover a variety of possibilities, all directed at helping students engage in the discovery process and feel authorized to engage with the form and content of the text. What all successful pre-reading activities have in common is that they are student-centered. The teacher must identify potential readability problems inherent in the selected reading texts, and then must help students find ways to overcome these difficulties. Instead of just providing answers or summarizing content, the teacher can help students identify the source of their reading difficulties (Azizifar, Roshani, Gowhary, & Jamalinesari, 2015)

Chatwirote (2003) believes that the teachers could provide reading enhancing activities to interest the learners. One way of motivating a reader's interaction with a text for stimulating and building background prior knowledge is out of the use of pre-reading activities (Hudson, 1982). Pre-reading activities are intended to activate appropriate knowledge structures or provide knowledge that the reader lacks. Ajideh (2006) holds that pre-reading activities are beneficial to the reader: by building new schemata, by activating existing schemata, and by informing the teacher what the students know. Colorado (2007) argues that knowing something about the topic is necessary for students before the reading. Besides semantic and syntactic knowledge, the student should know something about the text in order to understand it better. Pre-reading activities influence reading comprehension because they inform and activate students before reading.

At least, there are three research activities that have been carried out about the effects or impact of using pre-reading activities in reading comprehension (Azizifar et al., 2015), (Hashemi, Mobini, & Karimkhanlooie, 2016) and (Wijaya, 2016). Two of them were conducted overseas, mostly the research was carried out at Junior high school level. In their study they used two differences in their research by comparing classes or groups given pre-reading activities or given different treatments, however in this study was conducted at high school level by not using a control class and comparing between before-after given pre-reading activities in one classes. Therefore, the research is given a title:” **The Influence of Pre-Reading Activities on Reading Comprehension Skill in High School Level “**

#### **B. RESEARCH QUESTIONS**

Based on background above, there are the following specific problems:

1. What is the result of students’ reading comprehension before being exposed by pre-reading activities?
2. What is the result of students’ reading comprehension after being exposed by pre-reading activities?
3. How significant is a students’ reading comprehension after being exposed by pre-reading activities?

#### **C. THE PURPOSES OF RESEARCH**

According to the questions formulated above, the purposes of the study are:

1. To find out the students ability in reading comprehension before given pre-reading activities.
2. To find out the students ability in reading comprehension after given pre-reading activities.
3. To identify the significance of students’ reading comprehension after being exposed by pre-reading activities.

#### **D. LIMITATION OF THE STUDY**

The researcher limits the study about the influence of pre-reading activities on reading comprehension in SMAN 21 Garut grade 10. The

limitation of study is limited to the object. The object of research is limited to the material, the material on pre-reading activities that were delivered was only three points or three types from five types of pre-reading activities. The types are surveying, scanning and skimming techniques.

The researcher will compare between before and after giving pre-reading activity strategies in reading comprehension of a text.

#### **E. THE SIGNIFICANCES OF RESEARCH**

*Theoretically* the study is significant in reading strategy to improve their reading ability. It can contribute to educational world. There will be a lot of knowledge about the best way to produce more confident students. *Practically*, this study is significant in establishing a model of reading strategy. It also the researcher knows more the best effective technique that can help students to comprehend reading texts more.

#### **F. RATIONALE**

As previously mentioned, the purpose of this paper is to find out the relationship between student learning styles and their achievement in reading comprehension. Children get bored with school, indeed. They get bored especially with reading instruction. They basically manage to be able to communicate. If this were not so, they would never develop the language abilities they do before they even enter school. Unfortunately, they too often miss the connection between reading and communicating, perhaps because their teachers have themselves failed to see, or at least have failed to teach, the connection (Smith & Johnson, 1980). Therefore, it is imperative that the teacher be able to create such activities prompting students to read and communicate in one time.

The process of communicating in reading may be illustrated as follow; a writer has messages or ideas to communicate, which is then communicated in the form of written texts. The reader then reads the text that contains messages from the writer. The process of uncovering the writer's messages in the written text is commonly called reading (Sulistyo,

2011). That process explains that the main point of reading is to grasp the message or ideas the writers want to convey to the readers. This explains why teaching them pronouncing words is not the core of reading instruction. They may be able to pronounce words in a sentence correctly but they may not know the message contained in that sentence. Thus, by providing appropriate reading activities which prompt students to get involved in the act of reading will help and assist them to get the ideas in the reading texts or passages.

In teaching reading comprehension, the teachers should be aware that reading comprehension depends on many factors. The first one is the reader's ability to attend to the printed ideas. The second is the reader's background knowledge to which new information must be added. The third is the quality or lucidity of the writing itself. The last one is the reader's purpose or goal in reading the material (Hashemi et al., 2016). By considering those factors in constructing reading activities, the teachers are able to predict the expected result of the reading instruction. The predetermined achievements will be reached by having appropriate reading activities.

Those pre-reading activities proposed by Ellery can be used by following the procedures provided. In addition to what Ellery proposes, Sulisty (2011) explained that surveying, skimming, scanning, phrase reading, careful reading, brain storming and brain patterning, the before-and-after matrix, and the K-W-L technique can be used effectively as pre-reading activities. Surveying, Skimming, Scanning, Phrase Reading, and Careful Reading These reading strategies are the most well-known reading strategies used in early reading activities. Commonly, teachers teach students those strategies to find main ideas and details in a text.

## **G. HYPOTHESIS**

According to Creswell (2012) hypothesis are statements in quantitative research in which the writer makes a prediction about the

outcome of the relationship among characteristics. It means in hypothesis, it predicts whether the research influences the outcome or not.

Based on the explanation above, the hypothesis of this research are as follow:

H<sub>0</sub>: There is no significant differences student performance in reading comprehension if they accepted the pre-reading activities.

H<sub>a</sub>: There is significant differences student performance in reading comprehension if they accepted the pre-reading activities.

Null Hypothesis: There is no significant differences student performance in reading comprehension if they accepted the pre-reading activities (H<sub>0</sub>) is rejected.

Alternative Hypothesis: There is no significant differences student performance in reading comprehension if they accepted the pre-reading activities (H<sub>a</sub>) is accepted.

## **H. PREVIOUS RESEARCH**

Before conducting this research, there were three studies that had been carried out using pre-reading activities in reading comprehension. First, the research by Ali H, Fariba M, and Ghiti K, ( 2016)” The Impact of Content-based Pre-reading Activities on Iranian High School EFL Learners’ Reading Comprehension “, (result) This study aimed at evaluating the efficiency of the pre-posed pre-reading techniques (the KWL, the brainstorming, and the pre-questioning techniques) on EFL learners’ reading comprehension. There were three research questions the answers to which formed the basis for the thesis. This study was conducted with 125, both boys and girls, high school students who were divided into three experimental groups, for the three techniques, and a control group. The results of data analysis showed that all experimental groups using pre-reading techniques had a significantly better understanding than the control group that did not accept the technique. Meanwhile, the KWL group exceeded the other two groups in their performance.

The second, the research by M.Sayid Wijaya (2016), “ Pre-reading activities for muslim and non-muslim students”, This article tries to propose some possible pre-reading activities in teaching reading comprehension for Muslim and non-Muslim students, especially for junior high school students, implementing pre-reading activities individually is not recommended. By integrating several pre-reading activities, it will make students ready to get the content of the material, help them in making meaning of the text etc. Thus, those activities are suitable to be implemented for Muslim and non-Muslim junior high school students on different topics of the text, since they have just learnt English formally and this will be the best help for beginner readers.

The third, the research by Akbar A, Soghra R, Habib G, Ali J (2016)“ The Effect of Pre-reading Activities on the Reading Comprehension Performance of Ilami High School Students “, The actual observations gained from treatment and statistical operation show that the difference between the performances of experimental groups in pre-test and post-test is meaningful., this discussion explains the results of two hypotheses of the study. The first hypothesis says that there are no significant difference in students achievement between first and second applications for the pre-reading activities, The second hypothesis states that pre-reading questioning activity does not facilitate reading comprehension better than vocabulary definitions.