

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skills became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

Reading is also something crucial and indispensable for the students because the success of their study depends on the great part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to success in their study.

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text by having knowledge in general view of the text. Theoretically, pre-questioning itself can build the student's interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, 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.

The teaching-learning process of English in MTs Negeri Plupuh, Sragen is using an active learning method. Based on the explanation above, the researcher is interested in finding out the effects of treatment with pre-questioning and without pre-questioning on student's reading comprehension achievement and concluded that the pre-questioning consists of some questions provided before the students read the whole text. It tends to build the student's interest and motivation to read the text.

Based on background above, the researcher decides to conduct a research entitled THE EFFECTIVENESS OF USING PRE-QUESTIONING ON THE READING COMPREHENSION ACHIEVEMENT FOR THE SEVENTH GRADE STUDENTS OF MTS NEGERI PLUPUH SRAGEN IN 2011/2012 ACADEMIC YEAR.

B. Problem Statement

Based on the background of study above, the problems of the study are:

1. How is the implementation of pre-questioning on the reading comprehension achievement for the seventh grade students of MTs Negeri Plupuh, Sragen?
2. How is the effectiveness of pre-questioning on the reading comprehension achievement for the seventh grade students of MTs Negeri Plupuh, Sragen?
3. What are the problems that faced by students in using pre-questioning on the reading comprehension achievement for the seventh grade of MTs Negeri Plupuh, Sragen?

C. Limitation of the Study

In this study, the researcher focuses on the effectiveness of treatment (with pre-questioning and without pre-questioning) on the reading comprehension achievement for the seventh grade students of MTs Negeri Plupuh, Sragen. Thus, the result of this study is only generalized or applied to the target population, specifically to the the seventh grade students of MTs Negeri Plupuh, Sragen.

D. Objective of the Study

Based on the problem statements above, the objectives of this study are:

1. To describe the implementation of pre-questioning on the reading comprehension achievement for the seventh grade students of MTs Negeri Plupuh, Sragen.
2. To know the effectiveness of pre-questioning on the reading comprehension achievement for the seventh grade students of MTs Negeri Plupuh, Sragen.
3. To identify the problems that faced by students in using pre-questioning on the reading comprehension achievement for the seventh grade of MTs Negeri Plupuh, Sragen.

E. Benefit of the Study

1. Theoretical benefit
 - a. Giving a description about the effectiveness of treatment with pre-questioning and without pre-questioning on the student's reading comprehension achievement.
 - b. Giving a reference to development of teaching learning process especially in reading, that pre-questioning can make the student's reading comprehension will be better.
 - c. Giving a profitable description to any further researcher which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

2. Practical benefit

a. Teacher

This research is helpful for English teacher to know the effects of pre-questioning on the reading comprehension for their students.

b. Student

This research helps students to answer the questions on the reading comprehension by pre-questioning.

F. Research Paper Organization

The organization of this research consists of five chapters as follows:

Chapter I is introduction. It covers the background of study, problem statement, limitation of the study, objectives of the study, benefits of the study, and research paper organization.

Chapter II presents related theories or concept of underlying theories which covers previous study, the essence of reading, reading technique, reading skill, reading comprehension achievement, and pre-questioning.

Chapter III is research method. It deals with the research method covering type of the research, data and data source, subject and object of the study, method of collecting data, and technique for analyzing data.

Chapter IV discusses the research implementation and the result of the study.

Chapter V is conclusion and suggestion.