

CHAPTER I

INTRODUCTION

This chapter discusses about (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significance of the study

1.1 Background of the Study

English is an essential subject designed to enhance students' language proficiency. It is taught to develop both oral and written communication skills, with a focus on the four core language abilities: listening, reading, speaking, and writing. Recognized as a global language, English is the most widely spoken language worldwide. As noted by Hadi, et al., (2021), “English is become the medium of communication in every field in the local and global environment.” In Indonesia, English plays a significant role in facilitating international communication and advancing sectors such as education, the economy, science, and technology. As a foreign language in the country, English is a mandatory subject, with the government requiring its instruction in schools starting from the elementary level.

Reading is a crucial skill that students need to master, as difficulties in reading can hinder their ability to acquire knowledge. As Sa'adah, (2020) explained, reading involves both physical and mental processes to understand the meaning of written text, with the activity also encompassing the recognition of letters.

Reading is the ability of a student to understand and interpret the content of a text. It includes the skills to process information, extract meaning, and comprehend written material. Essentially, reading is the act of making sense of text. A person's comprehension is shaped by several factors, such as their ability to analyze and draw conclusions. Successful reading comprehension depends on three fundamental components: the reader who understands the text, the text being read; and the activities involved in the comprehension process. These elements operate within a larger socio-cultural framework, which influences the overall reading experience (Noviati and Rosmiyati, 2022).

In reading, we had to pay attention to what we were going to say because reading itself was a process of understanding words, sentences, and phrases linking text to comprehend information presented in written form. It became a basic skill in the learning process, both in general learning and learning at school. Reading was very important because it could develop thinking processes and help readers discover new things and information. Several factors contributed to good reading comprehension, one of which was reading strategy. Reading strategies were very important to help readers comprehend the text during the act of reading and the implementation of special reading strategies enabled more efficient use of time (Siregar, et al., 2019).

Even though people read various types of materials and show interest in reading, they essentially engage in the same process: understanding the meaning or main ideas of the text. This indicates that reading involves not only interacting with written symbols but also applying prior knowledge to interpret the content.

The primary objective of teaching reading to Indonesian students is to help them comprehend the material, as reading serves as a bridge to understanding the texts they encounter. Students' reading ability is crucial because it enables them to expand their knowledge and gain deeper insights (Mortini, 2017).

A good acknowledgment of one's self-efficacy was fundamental. This could explain why learners who processed similar knowledge and skills differed in their accomplishments in a domain like reading Khamisi, et al., (2016). The diverse levels of self-efficacy among students for reading contribute to the differences in how they utilize their skills and knowledge. Therefore, this explains why learners have varying reading achievements.

Based on the author's experience and discussion with English teachers during PPL at SMA Negeri 12 Palembang, students had difficulty to reading, even when asked to read a sentence. The teacher informed me that students still lacked vocabulary. Students found it difficult to express their ideas when reading English well. When the author conducted the first observation at SMA PGRI 2 Palembang, there were similarities in the students there, where students at SMA PGRI 2 Palembang also had difficulty reading English due to a lack of understanding of vocabulary and grammar. Students find it difficult to express their ideas clearly when they read, lack understanding of grammar, new vocabulary, and lack confidence in using their own language.

Therefore, the author chose to conduct research at SMA PGRI 2 Palembang and proposed the use of pre-questioning strategies to help students improve their reading comprehension.

Harmer (2001) identified various types of pre-reading questions, including those used to confirm expectations, extract specific information, assess general comprehension, and focus on detailed comprehension. The descriptions of each type are as follows: Pre-question before reading to confirm expectations. The use of pre-reading questions served as a valuable tool during the introductory phase, where students were encouraged to engage with the topic of the text. This approach helped students anticipate the content and provided them with a motivating reason to read. Pre-question before reading to extract specific information. Pre-questions were used to prompt students to extract specific details from the text. They attempt to answer questions before reading the text. This approach helped them focus on finding the particular information required by the questions as they read. Pre-question before reading for general comprehension. In this context, pre-reading questions were used to activate students' prior knowledge before they engaged with the text. Pre-question before reading for detailed comprehension. This type of pre-reading question was designed to help students focus on finding specific details within the text. Instead of working alone, students engaged in collaborative learning through group work. In this approach, each group member contributed their ideas, knowledge, skills, and abilities, helping to improve the overall understanding of the text for everyone involved.

Based on the explanation above, this study focused on two types of pre-questions: pre-reading questions for general comprehension and pre-reading questions to confirm expectations. This strategy was intended to engage students' background knowledge and activate their schemas. In this study, pre-questions were given in Indonesian to better connect with students' background knowledge. This approach helped students easily predict the content after reading and answering the pre-questions.

Putri, et al., (2019) said "Collaborating means doing together with other people." Collaborative learning involved group work rather than individual effort. In collaborative learning, each member contributed their ideas, information, abilities, and skills to enhance the overall comprehension of all group members.

The appropriate alternative technique used to teach reading was the pre-question technique. The pre-questioning technique was defined as several questions given before students read the whole text, to build students' interest and motivation. Pre-questions were questions given before students read a text. They are designed to build interest, motivation, and cognitive engagement, as well as activate prior knowledge. This helped students predict what they would encounter in the text (Dewi, et al., 2013).

Combined with the above problems, it was necessary to improve teaching methods. Many students became bored when teachers used conventional strategies. There were various tips to enhance students' understanding of English learning, one of which was the pre-question technique. This method was expected

to improve student achievement, which was why this research was titled "THE USE OF PRE-QUESTION STRATEGY IN IMPROVING STUDENTS' READING ACHIEVEMENT"

1.2 Problem of the Study

The problem in this study was the lack of interest in reading among students, which caused students to have difficulty reading English due to a lack of understanding of vocabulary and grammar. As a result, students found it difficult to express their ideas and read well.

1.2.1 Limitation of Problem

This study was on the use of pre-questioning strategies in improving students' reading achievement through descriptive texts.

1.2.2 Formulation of Problem

The main problem of this study was "Is there any significance to the tenth-grade student of SMA PGRI 2 Palembang who are taught to use of pre-question strategy improving the students' reading achievement and those who are not?"

1.3 Objectives of the Study

The objectives of the research were to find out if there was any significance for the tenth-grade students of SMA PGRI 2 Palembang who were taught using the pre-question strategy in improving their reading achievement compared to those who are not.

1.4 Significance of the Study

The author expects that this research would be useful for students, for teachers of English, and the writer herself.

1) For Students

The application of Pre-question Strategy in this research was very useful for students who wanted to improve their reading skills to get good achievements in learning English.

2) For Teachers of English

This research report could be one of important sources for English teachers to increase their students' interest in English and also improved students' reading skills.

3) For the author

The result of this study provided knowledge and experience to the author about effective teaching methods. Additionally, it offered practical implications for educators seeking to increase student understanding and motivation, ultimately creating more dynamic and responsive learning environments.