

CHAPTER I

INTRODUCTION

This chapter presents 1) Background of the study, 2) Identification of the problem, 3) Limitation of the study, 4) Formulation of the problem, 5) Objective of the study, and 6) Significant of the study.

1. Background of the study

Reading is one of the four skills, which plays an important role in enhancing students' English ability. More importantly reading functions is a tool of accessing information to the worldwide web. Reading widely is a highly effective way to improve our command of a language, so it has an important place in classes where language learning is the main objective (Nutall, 2018).

According to Simaibang (2017, p.63) "students achieve higher levels of reading when they have the structure to understand the facts in the text. Reading is very important because it increases our intelligence with knowledge and keeps our minds active. In the world today where information is available, reading is an excellent approach to acquire true knowledge.

Reading skill is still given a priority. The objective of teaching is the development of communicative skills in English embracing four language skills with an emphasis on reading skills. Reading, listening, speaking, and writing have replaced reading, listening, writing, and speaking as the order

of language abilities to be taught (Huda, 2019).

According to Wells (1987, p.111) puts forward four literacy levels namely performative, functional, informational, and epistemic levels. At performative level, students are able to read and write, and speak by using symbols; at functional level, people are hoped to be able to use language for daily needs such as reading newspaper; at informational level, people can access knowledge with their language; while at epistemic level, people can transform knowledge to a certain language.

Departing from the notions of reading comprehension eluded before, many people are on the way of seeking teaching model of reading in ways that facilitate students' reading comprehension. One of the models proposes in this study is teaching reading comprehension through previewing and predicting strategy.

Based on an informal observation at Junior High School 10 of Palembang, the students' motivation in reading English text is still low. The students felt bored in following English teaching and learning processes in the classroom because they should do the same activities in every occasion. It was caused by some factors, such as the students' strategy in reading the text and the teachers' teaching techniques do not fit with the situation of the classes. Every class at Junior High School 10 of Palembang has the big size, i.e., each class consists of 35 students. When the students do not have motivation in reading, they are unable to be interested and joyful in reading. It can have both positive and negative

consequences. If it is repeated over period of time, the students' frustration reading will increase. Therefore, the English teacher must motivated students should in still them a desire to read before they are going to read.

The first step is to provide motivation, continuous attention to students, and attention to increase interest in reading. Attention is done by researchers by exploring the desires of students, to know the importance of reading. After knowing the desires and motivations of students, they will realize the importance of reading. In addition to increasing knowledge, reading can also open up broad knowledge and insight. Factors that include the type of reading books that are liked. This can encourage students' motivation to read. The student who likes to read, does not need to be told to read, because reading is not only a pleasure activity, but has become a necessity. To get good reading results, try to always attract attention to the reading material.

It is very important to make them learn English in various activities to avoid monotonous, uncomfortable, and scary activities. The teaching of English in Indonesia, in general and at the senior high schools, in particular, are not successful (Huda, 2019). This situation causes a great concern not only for teachers and students, but also for parents. Reading is not only for scientific purposes, but also for pleasure.

Regarding this problem, the writer solve it by using previewing and predicting technique to teach reading comprehension of Descriptive text. In learning English, reading text is teaching material in textbooks. First,

textbooks are one of the affordable teaching materials when compared to other teaching materials. Second, textbooks have an important influence on the success of students in the process of learning to read. (Azizifar, Koosha, and Lotfi et al. 2010).

In addition, Rachmijati (2020) said that textbooks are very important for teachers who are unable or unwilling to create their own teaching materials. So, teachers must be able to take advantage of the role of textbooks as learning support materials in the teaching and learning process, especially in teaching reading. Before teaching reading, the teacher should prepare textbooks or reading texts to help students understand reading.

In order to solve the problems, the writer plans to use previewing and predicting technique in teaching reading. The technique is one of the techniques that should be used to encourage students to learn actively. By using this technique, the students will be motivated, interested and be more active in participating in the teaching and learning activities in the classroom.

According to Jordan et.al, (2014, p.57) why this technique is chosen among others because:

- Firstly, this technique is believed to be effective to boost students' reading comprehension.
- Secondly, it allows teachers to validate their teaching reading strategy in support of their students.
- Thirdly, this technique is very effective in helping slow learners or students that have low reading ability. Hopefully,

this research can assist and support teachers in meeting some of the more daunting challenges of teaching reading.

Based on the problem above, the writer plans to conduct a research entitled: ***“The Influence of Previewing Predicting Strategy and Reading Motivation Toward Seventh grade Students’ Reading Comprehension at Junior High School 10 of Palembang.”***

2. Identification of the Problems

The problem in this study can be identify as follows:

- a. The level of students’ participation and motivation in reading text on descriptive text is still low due to lack of mastery of vocabulary and awareness in reading.
- b. The students' reading ability was not satisfactory, because students found it difficult to read texts, understand the meaning of vocabulary, specific information, and main ideas in reading texts.
- c. The teaching technique applied by the teacher is monotonous, because using strategies that are not effective in improving reading comprehension.

3. Limitation of the Problems

The problem of the study is limited to, “The Influence of Previewing Predicting Strategy and Reading Motivation Toward Seventh grade Students’ Reading Comprehension at Junior High School 10 of Palembang”.

4. Formulation of the Problem

Based on the description in the background the problems of this study can be formulate as:

- a. Is there any significant difference in reading comprehension between those students' who have high and low reading motivation taught by using previewing predicting technique?
- b. Is there any significant difference in reading comprehension between those students' who have high and low reading motivation taught by using conventional technique?
- c. Is there any significant difference in reading comprehension between those students' who have high reading motivation taught by using previewing predicting and conventional technique?
- d. Is there any significant difference in reading comprehension between those students' who have low reading motivation taught by using previewing predicting and conventional technique?
- e. Is there any interaction effect of previewing predicting strategy and reading motivation towards students in reading comprehension?

5. Objective of the Study

Based on the research questions, the objectives of the study are to find out and analyze:

- a. The significant difference in Reading Comprehension between students' who have high and low reading motivation and who are taught by using previewing predicting technique.
- b. The significant difference in Reading Comprehension between students' who have high and low reading motivation and who are taught by using conventional technique.
- c. The significant difference in Reading Comprehension between students' who have high reading motivation who are taught by using previewing predicting and conventional technique.
- d. The significant difference in Reading Comprehension between students' who have low reading motivation who are taught by using previewing predicting and conventional technique.
- e. The interaction effect of previewing predicting strategy and reading motivation toward students in reading comprehension.

6. Significance of the Study

The contributions of this study are conveyed to:

- a. Students

The result of this research can be used as a reference to improve the ability of student in understanding more about teaching narrative text using reading text. Then To motivate and make enthusiasm the students in the learning process especially in reading teaching and helpful for students will be able to create more

enjoyable and meaningful learning.

b. Teachers

The result of this research can help the teacher easier present the material about descriptive text. Then This method makes the teacher easy in teaching reading and this expect to give useful contribution in teaching reading and give another way for the teacher develop student's reading.

c. Writer herself

To be practical and theoritical information to the development of theories of language teaching in general. And improve his knowledge in teaching reading method and have experience in observation and apply with classroom action research at school.

d. Next researchers

To give additional information for other researcher who wants to conduct further research on the related field. Then useful to improve the quality of education and develop English language teaching of the school.