

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the problem of the study, the aim of the study, hypothesis, significance of the research, scope of the research and the definition of key terms.

1.1 The Background of The Study

English is an international language that is used by all people from all over the world to be able to communicate with each other. There are even some countries that make English the official language or primary language. The use of English as an international language is based on the history of British colonialism. England, which had the largest colony, influenced the expansion of the languages spoken by the colonized countries. English develops because it is used in discussions of politics, religion, economics, education, migration, ideas, books and others.

English subjects have different characteristics with exact subject or subjects of other social sciences. This difference lies in the function of language as a communication tool. This indicates that learning English is not only to learn vocabulary and grammar in the sense of knowledge, but should seek to use or apply that knowledge in communication activities (Sariakin, 2016). That way, if students can master English, they will be able to easily access various sources of information, can get to know other people's cultures and can develop knowledge in the future. In the process of learning English, there are four basic skills that are quite important and interrelated if fluent in English, namely; listening, reading, writing and speaking

Reading is the most important skill that improves academic achievement, helps understand language and culture, and requires deep understanding of texts according to teaching objectives (Aini, 2020). Therefore, reading skills are very suitable to be mastered by beginners, to help the process of learning English. In addition, reading can help beginners to increase their English vocabulary and can also learn the form or structure of sentences. Nurhadi (2016) argues that reading is a process of thinking and reasoning.

However, through reading students can increase the knowledge needed to continue personal growth and adjustment to today's changing world. There are several things that can be done to improve reading skills such as taking the time to read books, newspapers, magazines and so on, then paying attention to reading speed and reading comprehension. By reading for pleasure students can improve their vocabulary, reading speed, comprehension and writing.

Therefore, it can be concluded that the purpose of reading is to understand what is being read. It is hoped that by reading students can improve reading skills, so that students will also gain broader knowledge and understand the contents of a reading.

Based on observations at SMAN 3 Seunagan, many students are reluctant to read, citing lack of time or boredom. This reluctance hinders the improvement of their reading skills. However, students need to understand that reading has many purposes, including obtaining new information and organizing ideas.

To overcome these obstacles, one effective strategy is pre-reading. Pre-reading helps students understand the organization and content of the text quickly

before reading it in detail. According to Wood, Nancy V (2011:34), pre-reading provides an overview of the text, helping to understand the author's train of thought. Similar to looking at a map before traveling to a new place. This strategy allows teachers to assess students' prior knowledge and the quality or quantity of language used by students to express their understanding of a topic. The Pre-Reading Plan involves introducing keywords, concepts, or images to stimulate discussion (Dwi. Antoro S 2015:14). One effective way to implement pre-reading is through the use of narrative texts in learning activities.

One effective way to implement pre-reading is through the use of narrative texts in learning activities. According to Abbott (2010:1), narrative text is a story or in general means telling a story. Stories generally have events or several events that run according to chronological time and the events are conveyed through several media. Narrative text is suitable for use in pre-reading strategies because its clear structure and interesting plot can make it easier for students to get an overview of the story before reading more deeply. In addition, the use of narrative text allows students to relate the story to their personal experiences, which can increase interest and involvement in reading. Through pre-reading discussions that utilize narrative texts, teachers can help students identify important elements in the story, such as characters, settings, and plots, and predict the development of the story. Thus, pre-reading strategies with narrative texts not only improve reading comprehension but also help students develop critical and analytical thinking skills.

This pre-reading activity strategy can help teachers to assess students' prior knowledge, how students' prior knowledge can be determined and the quality or

quantity of language students use to express their knowledge of a particular topic. Pre Reading Plan is an activity before the act of reading, the Pre Reading Plan provides an opportunity for students to produce what they already know about the topic they will read (Dwi. Antoro S 2015:14). The Pre-Reading Plan technique can be done with the teacher introducing keywords, concepts or pictures to stimulate discussion.

Learning to read often experiences obstacles such as the ability of teachers to teach, students' abilities and students' low interest in reading. The problem experienced by students is that they are lazy in reading activities, besides that students are also lazy to find books, so that the increase in students' reading skills becomes less than optimal. In fact, many students are lazy to read books on the grounds that they do not have enough time, make them bored, etc., but actually students must know that reading has many purposes. Not only to get new information but the purpose of reading is to structure ideas.

Reading activities should be able to run well and sustainably. Reading activities can be said to be good and successful if they meet the criteria for assessing reading skills. Assessment of reading skills is one aspect of language skills that has its own assessment. In order to have good reading skills, a person should master several criteria for assessing reading skills. The criteria for assessing reading skills according to Nurgiyantoro (2013: 391) are understanding the details of the content of the text, fluency of disclosure, accuracy of diction, accuracy of sentence structure, and the meaning of narrative. In the assessment of reading skills in this study, the researcher modified the assessment aspects mentioned by Nurgiyantoro

(2013: 391) into three aspects, namely understanding, fluency, and accuracy. Where understanding explains students' understanding of the forms of Javanese script, accuracy explains about the accuracy of reading Javanese script letters, and fluency explains fluency in language pronunciation.

Based on the preliminary study, information was obtained that students' learning motivation was still low because the learning methods used were not attractive to students. The reason the researcher chose the location or area was because the researcher came from the area or area and knew enough about the condition of educational development in the area that was the research objective. In addition, researchers have carried out practical field experiences at the school so that they know the details of what problems students face in the teaching and learning process and there are no other researchers who have conducted research with the same learning method or strategy using the pre-reading technique.

The study to be carried out is one of the new studies and is not taken from previous studies. The author has never met a related study on *The Implementation of the Pre-Plan Reading Strategy (PREP) in Improving Students' Reading Comprehension at SMAN 3 Seunagan*. However, to support the author and make it easier to conduct research, it is necessary to make efforts to find several reliable sources as a theoretical basis or topic that can support this research. The existence of previous research can have a positive impact on research that is in progress. References from various types of research can help provide strength to be able to defend the arguments of the research being conducted. In addition, the reference

that will be used in this study is by using several scientific works from the results of previous research that has been carried out.

The first paper that became one of the references for this research was entitled "*The Effectiveness of the Pre-Reading Plan (PREP) Technique to Improve Reading Comprehension for Class X Students of Madrasah Aliyah DDI Cambalagi Maros Regency*" a thesis made by Mutmainnah (2018). This study aims to determine whether the use of the Pre-Reading Plan technique can improve students' reading comprehension in the tenth grade of MA DDI Cambalagi. This study focuses on main ideas, supporting ideas and conclusion material, the type of reading is literal reading by applying a pre-experimental design. The findings of the study indicate that the use of the Pre Reading Plan has a significant effect as an effective technique to improve students' understanding seen from the results of the pre-test and post-test which have higher scores.

Furthermore, Another work written by Mariam is entitled "*Improving Students' Reading Comprehension Through Pre-Reading Strategies At Tenth Grade Students*" a thesis made by Mariam, Bambang Wijaya, Eusabinus Bunau (2012). This research was conducted to solve students' problems in improving reading comprehension of descriptive texts. The method used in this research is classroom action research. The data collection tools are reading tests, sheet observations and field notes. The improvement of students' reading comprehension can be seen from the results of each meeting. There was an improvement in every aspect from cycle 1 to cycle 2. Thus, it can be concluded that teaching reading through pre-reading strategies can improve students' reading comprehension.

From several previous studies, generally discussing the effectiveness of using the Pre-Reading Plan technique in improving students' reading comprehension. Meanwhile, the research being conducted by the author relates to the implementation of the pre-reading plan (PReP) strategy in improving students' reading comprehension at SMAN 3 Seunagan.

1.2 The Problem of The Study

Based on the background, above the problem of this study as follow : did the implementation of pre-reading plan improve students reading comprehension?

1.3 The Purpose of The Study

The purpose of this study is to find out whether what the student who are taught by using pre-plan strategy improve their

1.4 Hypothesis

H_0 : Students who were taught reading comprehension through pre-reading plans did not perform better than students who were taught reading comprehension without using pre-reading plans.

H_a : Students who were taught reading comprehension through pre-reading plans perform better than students who were taught reading comprehension without using pre-reading plans.

1.5 Significance of The Research

The importance of this research will be useful for:

1. For English teachers, this research is expected to provide information to them by using alternative media to reading comprehension. Besides that it can also motivate every teacher to be more creative in choosing various

teaching methods so that it can increase the enthusiasm and willingness of students to learn English.

2. For researchers, the results of this study can develop their experience related to knowledge in research about the process of education and learning in English lessons, especially in reading skills.
3. For students, the results of this study can be a provision and new experience in the process of learning English, especially in reading skills so that it can motivate students to improve their abilities.

1.6 Scope of the Research

Based on the research questions above, the researcher is only limited to applying the prereading plan technique or strategy in improving the reading comprehension of 10th grade students of SMAN 3 Seunagan. In this study, researchers focuses on narrative texts which focuses on understanding the details of the contents of the text, the fluency of disclosure, the accuracy of sentence structure, and the meaning or conclusion of the material. The researcher focuses on narrative text because the text is familiar for the students. Besides, it contains moral velue which is useful to educate the students' moral.

1.7 The Definition of Key Terms

1. Pre-reading is the activities that can help students activate the knowledge that students already have as a starting point for understanding reading properly.

2. Improvement is an effort to increase the degree, level, and quality as well as quantity. Improvement can also mean adding skills and abilities to make it better. In addition, improvement also means achievement in process, size, nature, relationship and so on.
3. Reading comprehension is the ability to process text, understand the meaning of the text and not what the reader knows. Individual ability to understand text is influenced by their ability and their ability to process information.