

CHAPTER 1

Introduction

Basic Consideration

Reading receives a special focus. It is the research of meaning of word and sentences. It deals with the ability to comprehend the language though delivering the idea based on the text in process to receive and construct the meaning and process the information as well as. In addition, we have to pay attention to every paragraph that we read to get the information we need. Thus, it will be a difficult without having good strategies to master the reading skill.

The “Notion of Focus on Reading” (p:4 2010) stated that in teaching reading skill there are three aspects that should be highly considered by the teacher and the students they are decoding, comprehension, and responds. Decoding is how the reader transferred a whole text into their spoken language. In other words, the reader are read the text loudly or silent. Secondly, if decoding is saying something, comprehension understands something, getting its meaning. This is the second fundamental competency of reading, and the central one. Whereas decoding involves producing a spoken analog of printed language, comprehension involves producing a thought analog of printed language students should experience success regularly and approach reading confidently, with a “can do” spirit, rather than avoiding it because it is painful and frustrating. The last is responds. Response here has relationship with comprehension. Respond is how our reaction when someone asks you about what we have read. Therefore, it can be said that these three aspects have an important role in teaching and learning reading skill.

As my experiences when the writer practiced teaching (PPL 2) at one school in Gorontalo, the writer found that most of students in this school are lack of reading skill. They are struggling when teacher asked them to read text. In addition, most of them did not pay attention when teacher explain the material. They said that they do not know anything about the text. Furthermore, most of the students are confusing about what they were reading about and did not understand the meaning of that text. For them, reading comprehension is a task of little concern.

The teacher faces many problems in teaching reading. In teaching learning process, the teacher is difficult to apply suitable strategies to teach reading. It is also hard to making interaction between the teacher and students. In addition, the teacher did not give the students background knowledge that related to the passage such as asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.

To solve the problem, the teacher should use suitable strategies. One of the strategies that can be used in teaching reading is semantic mapping. This strategy can help the students to provide some order to the chaos. However, this strategy is not easier for the students who do not have the knowledge about semantic. In addition, to build the comprehension especially to the beginner level reader, the students should give the prior knowledge about the text. Another strategy that can be used in teaching reading activity is demonstrating “imaging” strategy. This strategy is like replaying an event in your mind to remember the details. Imaging while you read can help you understand and remember what you’ve read. However, the students may confuse or difficult to get the meaning without

background knowledge about what is they read. Consequently, to apply these strategies both students and teacher should work hard to comprehend the text clearly.

To face this problem, there is a strategy that can be used by the teacher to face this case it called pre-questioning strategy. This is the most suitable strategies to solve the problems in teaching reading. Basically, pre-questioning strategy is a strategy that can build students' interest and motivation before they read the whole text. Moreover, the students will have knowledge about what they are going to read. By doing this strategy, the students can build their comprehension and easy to understand the text.

Moreover, pre-questioning strategy can give the students another advantage of this strategy can gives educators this valuable insight. These are the questions that teachers can use to probe their students' knowledge before start of any lesson. When the students share with you their answers to these questions, you receive an accurate representation of what they already know. Teacher led instruction, such as pre-questioning engages the students. This can be done in many ways. The questions can be presented by direct questioning, games, discussions, and group research. As Duke and Pearson (2002 p :222) stated that to gain the comprehension of students reading is useful when we give the students question such as pre-questioning or give them question before read the text. Moreover, Skalban et al (2012) found the following:

“Research in education (Anderson & Biddle, 1975; Rothkopf, 1982; Klauer, 1984; Hamilton, 1985; Hamaker, 1986;) has shown that pre-questions, i.e. questions which are supplied to test-takers before receiving learning material,

can have beneficial effects on student learning in reading activities. Pre-questions can help focus learners' attention on the learning material targeted by the questions and they also increase the learning effect through repetition (Thalheimer, 2003).”

Those explanations above may give us understanding about pre-questioning. This strategy can be used as a tool to encourage students' interesting especially to build their knowledge before they read a text. Therefore, the writer wants to conduct an experimental research in reading comprehension by using pre-questioning strategy to encourage students reading comprehension.

Research Question

In accordance to the background of the research, the problem in this research is formulated how does the process pre-questioning strategy work during the teaching reading comprehension?

Objective of the research

The Aims of this research is intend to see how effective pre-questioning strategy in students' reading comprehension.

Delimitation of the research

Based on the identification of the problems, this research focuses on the effectiveness of pre-questioning strategy in students 'reading comprehension, descriptive text. Descriptive text is a kind of text that teaches in senior high school. Moreover, this material has been putted in course of study in senior high school.

Significance of research

The research is expected to have beneficial as following:

1. Giving a description about the process during pre-questioning on the students' reading comprehension behavior.
2. Giving a reference to development of teaching learning process especially in reading, that pre-questioning can make the students' reading comprehension will be better.
3. Giving a contribution to the students how to build their background study of the text
4. Giving a profitable description to any further researcher which wants to do a research in the same case, so this research becomes a helpful information and useful reference for the next research.