CHAPTER I

INTRODUCTION

In this chapter the researcher will explain about background of the study, statement of problem, purpose of the study, significant of study, scope and limitation, and definition of the key term.

1.1 Background of Study

English is one of the communication tools. It is now considered, as one of the international languages. This shows that English can be used as a means of communication between people around countries. From these facts, English is a language that must be mastered for everyone. In some countries, English is included as a compulsory subject to be mastered by everyone from an early age. In learning English there are four skills. The four skills are listening, speaking, writing, and reading. From the four skills, reading skills are very important to learn. This is because if someone can master reading skills, then he will also easily master the other skills. (Brown, 2007: 232).

According to Ajideh (2006) there were many cases of mastery of reading that students did not understand the text they read. They tend to read only but do not understand what the reading texts meaning. In fact, the cause of the problem is they are not experienced and lack of knowledge but because the knowledge was not activated.

According to Mickulecky and Jeffries (1996: 1) being an expert in reading can make someone able to master general English skills easily, such as helping in

English think, enlarging skills in English vocabulary, improving writing skills, helping for English in non-English speaking country practice, preparing for study in English-speaking country, and skills to find out about new ideas, facts, and experiences.

Mastering reading skills for students is very important to support their careers, their study, or simply their pleasure. Reading skills also become something important for students in mastering language. Students will find it easier to learn languages by remembering something interesting and they understand from the process of good reading. (Harmer,1998: 80)

According to Fauziati (2015: 119) reading activity itself has three procedures in the classroom. The three procedures are pre-reading, while reading, and post reading. Pre-reading is an activity that is used to prepare before students read. What is done during pre-reading activities is namely activation student's background knowledge from topics and language content, connect the cultural information that can be associated with text to better understand the contents of the text, making students more interested in the texts they will read and tell about the purpose of reading, and provide opportunity for discussion group. After pre-reading activities, then the next activity is while reading. While reading, students match the objectives of their reading activities and their understanding of the text being read. Then last but not least is post-reading. The function of post-reading is to close the class in the process of reading. From the three reading procedures above the more important is the pre-reading phase.

Based on my observations while doing student internships program at SMPN 1 Balong, 8A grade students turned out to have difficulties in understanding reading in English because the teacher does not activate the schemata in reading activities. It makes them get difficulty in solving problems during reading quickly and precisely. Reading activities also less attractive to them. In teacher reading activities, it is usually straight to the point in words that are difficult. This will only make it difficult for students to master the reading because it depends only on finding difficult words. They finally understood the reading they read by interpreting one by one, not by trying to interpret the contents of the reading through recall words they already knew. Then, the process in word recall to understand the text being read is by activating the schemata in students.

Schemata is considered important in reading process. As stated by Ajideh (2006) Schema theory aims to help readers understand new knowledge by recalling the old knowledge they have. According to Brown (2007: 232), in discussion activities that occur in pre-reading activities will activate the schemata on students. This will arouse the memory of students because their schemata become active in preparing cognitive abilities in reading activities that will be carried out during while reading.

From the explanation background described above, the researcher is interested in conducting the research entitled "the use of schemata based pre-reading activities to improve reading skill in 8a at SMPN 1 Balong Ponorogo"

1.2 Statement of Problem

Based on the background above, it can be formulated in the following research question: How can the use of schemata based pre-reading activity improve student's reading skill?

1.3 Purpose of The Study

From the statement of the problem above, the researcher stated the purpose: To describe how the use of the schemata based pre-reading activity can improve student's reading skill.

1.4 Significance of The Study

It is important for us to know the benefits of research for those who involved. Those involved in this are:

a. For the teacher:

Research on the use of pre-reading activities that can improve student reading skills is expected to provide good benefits, not only to students but also to teachers in teaching. It hoped that through this research the teacher will be more creative in teaching class when reading activities take place.

b. For the student:

The use of schemata based pre-reading activity will help improve students' abilities in reading activities. They can find ways to understand a reading's contents by activating the schemata by the teacher during pre-reading activities.

c. For the researcher:

In this study will provide more knowledge about activities that can improve reading skills.

1.5 Definition of Key Term

Reading skill   : Reading is one way to master the skills in English (Mickulecky and Jeffries, 1996: 1)

Pre-reading   : Pre-reading is an activity when student's background knowledge from topics and language content assesses cultural information that can be associated with text to better understand the contents of the text, making students more interested in the texts they will read and tell about the purpose of reading, and to make an opportunity for the discussion group (Fauziati, 2015: 119).

Schemata   : Schemata is a cognitive ability that can help readers understand new knowledge by recalling the old knowledge they have. (Ajideh, 2006).