

# CHAPTER I

## INTRODUCTION

This chapter presents about background of the study, identification of the study, limitation of the study, formulation of the study, objectives of the study, and significances of the study.

### 1.1 The Background of the Study

Reading as one skill in English becomes important for students to comprehend some kinds of text which are learned at school. It is because we get a lot of knowledge, information, enjoyment, even problem solution through reading. Furthermore, reading will allow someone to travel from the comfort of her/his home, to learn, to understand, to escape, to dream, to question, and the most importantly for students is to think.

Joey M. Villanueva (2022:2) asserts the definition of reading, “Reading is an activity that encourages someone to comprehend what she/he read which are influenced by her/his attitudes, knowledge, and past experience”. It means that reading is a thinking process and more than producing the words. It is because reading includes the integration between skills and processes, so it can be an accumulation result of process.

Reid Smith, et al. (2021:219) also asserts the definition of reading, “Reading is a many-sided, very complex activity. It has been variously described as a process, a mode of thinking, a kind of real experience, a type of vicarious experiencing, an aspect of communication, and a tool subject.” It means that to complete the process of understanding, reading must be viewed from every angle. In other words, reading involves brain to work, therefore in reading is needed full attention to comprehend the content.

In addition, Banni S. Andoko, et al. (2020:1) asserts the definition of reading, “Reading is one of the important activities to obtain knowledge or information. In other words, reading is one of the gateways of knowledge. It is an active and fluent process involving the readers and the reading materials building meaning. It is also noticed as an active task where readers are making selection from a range of words, derive from the text and the situational context that are

constructing a model of meaning that reflects, more or less the same, the meaning designated by the writer.” From the statement, we can understand that reading as an activity to get meaning and also how is used to recognize and understand the printed of words or symbols. Therefore, the reader can understand the meaning of passage also catch the meaning of text.

Based on the above definitions, it can be understood that reading as an active process of getting meaning. It is because through reading, we will be looking at the series of written symbols then getting meaning from them. And the series of the written symbols are arranged in a text as a tool for students to read and get some information.

In Junior High School, students learn several kinds of text, such as narrative text, descriptive text, recount text, procedural text, etc. Narrative text is one of texts which are thought in Junior High School. According to Gasser Luciano, Dammert Yvonne, and Murphy Karen (2022:7), a narrative text is the texts that are structured around human goals and emphasize psychological experiences, social relationships, and social interactions. It means that, narrative text is a story tells that entertains the reader through something interesting. Here, we can use narrative when we want to talk about our experienced of something for the audience (reader).

In teaching reading narrative text, there are many problems that occur to students, especially for the eighth-grade students at MTsS Taman Pendidikan Islam, Medan. The problems are: (1) The students do not involve actively in reading activity, (2) The students had lack of understanding vocabularies, (3) The students are not able to answer the questions about the text correctly, (4) The students were difficult for understanding the generic structure and language features in narrative text, and (5) The students did not capable to determine the main ideas in narrative text.

Regarding to the problems, the English teacher should implement the appropriate activities that can help students comprehend what a message includes in a narrative text. Learning activities choosing by the English teacher will help them in delivery of knowledge to development students learning skills. Therefore, learning activities should design by the English teacher so that the learning leads to the achievement of the course and program outcomes. According to Andreas

Lachner, et al. (2021:18) in designing learning activities, the English teacher having to teach the learning materials to the students that encourage them to improve their learning and help them make the most out of a later teaching activity. It means that, through learning activities choosing by the English teacher, students will be able to development the meaning related to what they learn.

According to the previous study conducted by Nurdina (2018) with the title: *“The Effect of Before, During, and After Reading (BDA) Strategy on Students’ Reading Comprehension Achievement in Narrative Text”*, indicated that Pre-Reading, During Reading and Post Reading activities had a significant effect on students’ reading comprehension achievement in narrative text. In Pre-Reading activity, the English teacher explained about the aims to learn narrative text, also what is the important things included in, so the students look over what they will read before actually reading. After that, in During Reading activity, the English teacher ask students to read narrative text individually through paying attention to the important things include in. Here the students will take some information from what they have read. Last, in Post Reading activity, the English teacher drop up some questions which students must answering based on what they have got during reading. Here, the English teacher can divide student into some groups, after that the students must presented their own perspective refers to answering the questions from the teacher.

Through implement Pre-Reading, During Reading and Post Reading activities, it can help the English teacher to monitor students’ comprehension in reading narrative text. It is because those activities will help the students to comprehend the narrative text easily. Specifically, through those activities it will activate their knowledge that it may take advantage for them to comprehend the text better.

Therefore, this research is continued with the aim of knowing whether the Pre-Reading, During Reading, and Post Reading activities can be implemented in helping students’ comprehension in reading narrative text. In addition, the researcher can also sort out the shortcomings are encountered in implementing these activities. Vice versa, if this research is not continued, we do not know what improvements need to be completed, through implemented the Pre-Reading, During

Reading, and Post Reading activities that can improved students' reading comprehension, especially in reading narrative text.

Based on the above statements, the researcher is interest in choosing the title: "The Effect of Pre-Reading, During Reading, and Post Reading activities to Monitor Students' Comprehension in Reading Narrative Text".

### **1.2 The Identification of the Study**

Based on the background of the above study, the identification of the problems for this study was identified as follows:

1. The students do not involve actively in reading activity.
2. The students had lack of understanding vocabularies.
3. The students are not able to answer the questions about the text correctly.
4. The students were difficult for understanding the generic structure and language features in narrative text.
5. The students did not capable to determine the main ideas in narrative text.

### **1.3 The Limitation of the Study**

The scope of the study focuses on Pre-Reading, During Reading, and Post Reading activities to improve students' reading comprehension in narrative text at MTsS Taman Pendidikan Islam, Medan. The writer limits the study only by applying Pre-Reading, During Reading, and Post Reading activities to the eight grade students at MTsS Taman Pendidikan Islam, Medan.

### **1.4 The Formulation of the Study**

Based on research problem above, the formulation of this study was conducted "Is there any significant effect of applying Pre-Reading, During Reading, and Post Reading activities on students' reading comprehension achievement in reading narrative text?"

### **1.5 The Objective of the Study**

In relation to the problem, the objective of the study was to find out whether there was a significant effect of Pre-Reading, During Reading, and Post Reading

activities to monitor students' reading comprehension particularly in reading narrative text to the eight grades of MTsS Taman Pendidikan Islam, Medan.

### 1.6 The Significance of the Study

There are two significances of the study in this research. From these significances, it is expected that the result can give both theoretical and practical significances as follows:

#### 1. Theoretical Significance

This research provides information for the readers to gain understanding and enrich knowledge of monitoring students' reading comprehension through applying Pre-Reading, During Reading, and Post Reading activities.

#### 2. Practical Significance

The result of this research is useful for students, English teachers, and other researchers who want to conduct similar researches. The detail description as follows:

##### a. For the Students

The result of this research can be used to gain insight, provide benefits and solution for the students, especially to help them in learning reading comprehension of narrative text.

##### b. For the English Teachers

From this research, the English teachers can apply the Pre-Reading, During Reading, and Post Reading activities in their teaching and learning process because it is proven to be effective in helping students improve their reading comprehension.

##### c. For the Other Researchers

This research can be used to provide useful information and references for further researchers to conduct similar studies in other fields, genres or at different levels of students.