

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. It contains the background of this research, statement of the problem, limitation of the problem, and the research question. Besides that, this part also shows objectives of the research, significance of the research and the last is outline of the research.

### **Background**

In the teaching and learning English, four language skills consisting of listening, reading, speaking, and writing are taught and learned. Reading is important part to start learning. Reading opens humans' knowledge. According to Thongyon (2011), knowledge can be gained by reading. In addition, Thongyon also mentions that in the second language learning process, reading is the most important skill for students. Any knowledge and information may be obtained by reading. Unconsciously, the new ideas are also obtained from this activity. When the readers try to make their creativity based on what they read with their own language, it means that the new idea is created. However, many learners in elementary school until university level still have difficulty in their English reading comprehension ability. Muhammad as cited in Musa, Koo and Azman (2012) stated that students in university level have limited vocabulary knowledge, so they have difficulty in understanding long sentences and unfamiliar word in reading. Generally, it can be stated that the problem was caused by their mastery

Pre-reading activity is an activity to activate students' knowledge of the topic, to prepare students' of the language in the text, and motivate the student to read the text (Alemi & Ebadi, 2010). Pre-reading activity is intended to prepare students or give the first step to students to develop their own knowledge to predict the content of the text. Beside that, pre-reading activity makes students determine the information they would face in reading. There are some types of pre-reading activities. One of the most familiar types of pre reading activities is brainstorming. Ghabanchi (2014) stated that "one of the main benefits of brainstorming is the activation of readers' prior knowledge" (p. 514). When the readers' prior knowledge has been activated, the reader will try connecting it with the reading text. Then they will construct their comprehension about the text.

In the English Education Department of UMY, to carry out the teaching and learning English, teachers and students must read English literatures. Therefore, pre-reading activity is used by teachers to help students in reading comprehension. Based on the researcher's experience during the process of teaching and learning English at EED of UMY, the researcher found that pre-reading activities are used to help students in reading. Students in EED of UMY do not used English as their first language. It can be the problem for students. For example, if students read the text and they are lack of vocabulary, so they will find the difficulty in understanding the concept of the text. Based on Azizifar, Roshani, Gowhari and Jamalinesari (2015), the teachers should provide the students with various pre-reading activities that help them with background knowledge about the reading text because the schema would help the reader get better comprehension. In the

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process of pre-reading activity, students are invited to do the first step in reading. They are invited to build a process that makes reading more comprehensible, such as giving the background information about the text. After the activity has been applied, students are expected to be more comfortable and confident in reading the text. Hence, they can get a better comprehension of the text.

Considering the context, pre-reading activities in EED of UMY are used to help students in reading activity. Pre-reading activities is used to improving students' reading comprehension. In addition, the study on this case has not been conducted at EED of UMY, so the researcher is interested to investigate "The Students' Perception on the Use of Pre-reading Activities in Their Teaching and Learning English at English Education Department of Universitas Muhammadiyah Yogyakarta".

### **Statement of the Problem**

According to Musa et al (2012), students assumed that English is a difficult subject to learn. Learning English as a foreign language requires a continuous process, starting from basic level to the highest level. Many obstacles faced in learning English such as the language is not interesting to be learnt, the unnecessary of language in life and the language in the reading text is difficult to be understood.

In the university level, there are so many English literatures used by students and teachers to develop their knowledge. Taglieber as cited in Alemi (2010) stated that there are three main problems that interferes students in reading comprehension, namely lack of vocabularies, difficult in language, and lack of



conceptual knowledge. Students at English Education Department of UMY do not use English as their first language. Generally, their first language is *Bahasa Indonesia*. When they have to read literature in English, students feel difficult in reading comprehension. In EED of UMY, there is an activity called pre-reading activity that helps students in reading comprehension. Thus, the researcher wants to investigate the students' perception on the use of pre-reading activity in their teaching and learning process. This research focuses on the types of pre-reading activities, the implementation of pre-reading activities, and the advantages of pre-reading activities.

### **Limitation of the Problem**

The researcher conducts this research about students' perception on the use of pre-reading activities in their teaching and learning English. Therefore, the researcher only limits this study on the types, implementation, and advantages of pre-reading activities at English Education Department of UMY. In addition, this research limits the participants only on students at English Education Department of UMY students' batch 2014.

### **Research Question**

Based on the problem, the aims of the study are answering the following questions:

1. What are the types of pre-reading activities implemented at EED of

2. How is the students' perception on the implementation of pre-reading activities at EED of UMY?
3. How is the students' perception on the advantages of pre-reading activities at EED of UMY?

### **Objectives of the Research**

The objectives of the research are:

1. To know the types of pre-reading activities implemented at EED of UMY.
2. To know the students' perception on the implementation of pre-reading activities at EED of UMY.
3. To know the students' perception on the advantages of pre-reading activities at EED of UMY.

### **Significance of the Research**

The results of this study are expected to provide benefits for students, teachers or lecturers, and other researchers.

**For students.** The researcher hopes that this research will be beneficial for students in doing pre-reading activity. Through this research, students will know the types of pre-reading activity, the implementation of pre-reading activity, and the advantages of pre-reading activity. Therefore, the researcher hopes that students can apply pre-reading activity correctly.

**For teachers or lecturers.** Through this research, the researcher expects that teachers or lecturers will know the importance of pre-reading activities that

may help students to prepare them to read the text for better comprehension. In addition, the teachers or lecturers will know the appropriate types of pre-reading activities to teach students in the class.

**For other researchers.** For other researchers, this study can give information and knowledge about pre-reading activities in teaching and learning English. This research is expected to be a comparative study and it may encourage other researchers to conduct further research. The last, the researcher hopes that this research can be the references for other researchers who interested in conduct the research in the related topic.

### **Outline of the Research**

In order to give guidance to the reader in reading this research, the writer arranges this research into five chapters. Every chapter has different explanation. The first chapter is the introduction. The chapter consists of six parts. There are background, statement of the problem, limitation of the problem, research question, objectives of the research, significance of the research, and outline of the research.

The second chapter is the literature review. In this chapter, the writer divides research into two sub-chapters; there are the literature review and conceptual framework. The literature review elaborates theories related to the research question from the experts. Then, the conceptual framework shows the concept of this study in a framework.

The third chapter discusses research methodology. It defines the type of research design, research setting and participant. The method of collecting the data and the data analysis was elaborated afterward.

The fourth chapter talks about finding and discussion. The results of data analysis were used to answer the research questions. In the findings, the researcher elaborates the result of the data followed by the discussions.

The last chapter discusses the conclusion and recommendation. The conclusion elaborates and concludes the result of the study. For the recommendation, the researcher gives some suggestion for students, teachers or lecturers and other researchers based on the result of this study.