

## **CHAPTER I INTRODUCTION**

This chapter describes about background, problem, objective, definition of the terms, significance, and scope of the research.

### **1.1 Background of the Research**

Reading is an important skill to help people learn from human knowledge and experience. Godman (in Burt, et.al,2003: 33) states reading can be defined as essentially a process of getting important and meaningful information from written language. It is important to learn reading since it:(1) helps us to think the new language, (2) helps us build a better vocabulary, (3) makes us more comfortable with written English. In Junior high schools, reading is an essential skill. Moreover, reading skill is also used in the national examination, so that students must have a good reading comprehension if they want to pass the exam successfully.

The aim of teaching reading in junior high schools based on School Based Curriculum (KTSP) are to enable students to get certain information, identify general ideas of certain texts and get main ideas both explicitly and implicitly. A good rule for teachers is that they let the students read when they are ready to do so. But sometimes, the teachers commonly forget to prepare their students with initial information about texts before they are ready to read the texts. There was also no challenging activity in reading. The activities done in reading were

commonly reading the text aloud, translating the texts, and answering questions related to the text.

Based on the preliminary observation to the eight grade students of SMP Negeri 7 Bondowoso, showed the same problem. Reading section activities in SMP N 7 Bondowoso started by showing reading material to the students. Then, the students were asked to answer pre reading questions. Next, the teacher asked some student to read the text aloud in the class, the others were asked to listen and pay attention to the pronunciation. After that, the teacher corrected students' pronunciation. The teacher, then, asked the students to find difficult words from the text. In finding the meaning of difficult words, students used the dictionary. Then, students were guided to understand the text by translating each sentence in the text. After the text were traslated, the students were guided to answer comprehension questions.

According to the results of observation above,the researcher found some problems.Those problems came from the teacher, the students, the techniques applied, and the use of media. Firstly, the students were lack of vocabularies. In finding the meaning of difficult words in the text, they depended too much on the dictionary. It was not good as it would spent a lot of time and impeded comprehension process. Secondly, the students had low motivation when the teacher was presenting them an English text. They seemingly felt frustrated when they were asked to read and understand an English text. Thirdly, the teacher found difficulty in creating interesting and effective teaching material which could motivate the students. Because of that, teaching reading in SMP N 7 Bondowoso become monotonous. That can made the students feel bored.

Then the preliminary study is conducted by observation the score of reading from the English teacher. The research see that the percentage of the reading score during learning process is 50% of students get score 75, where should in KKM of English in their school must be 75. From the observation has been done in SMPN 7 Bondowoso, it can be said that the eight grade students have problem in learning English, especially in learning reading.

Considering the problem above, the researcher tries to solve it by using activating background knowledge strategy. This strategy focuses on activating students' background knowledge. According Moreillon (2007:19) Understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information. Like the elephant's tail, background knowledge is always behind us backing up our comprehension. It is the sum of the prior experiences we bring to each new encounter with text.

According to Rosenblatt (in Moreillon, 2007:19) stated, "developed a theory of reading as a transaction among the reader, the text, and the intention of the author. She posited that each reader brings his own feelings, personality, and experiences to the text and that each reader is different each time he revisits a particular text. Background knowledge is what the reader brings to the reading event". Thus, the existence of students' background knowledge of a particular English text helps them to easily comprehend it.

Based on explanation above, this classroom action research will be conducted. And the researcher is interested to carry a research entitle." Improving The Eight Grade Student's Reading Comprehension by using Activating

Background Knowledge at SMP N 7 Bondowoso in the 2016/2017 Academic Year”. The researcher hopes this strategy can improve the students’ reading comprehension.

### **1.2 Problem of the Research**

Based on the limitation of the problems above, the researcher question is formulated. The research questions are stated as follows:

1. How can the use Activating Background Knowledge improve the Reading Comprehension of eight grade students at SMP N 7 Bondowoso in the 2016/2017 Academic Year?”
2. How can the use Activating Background Knowledge improve the eight grade students to be actively involved in English teaching learning process at SMP N 7 Bondowoso in the 2016/2017 Academic Year?”

### **1.3 Objective of the Research**

Based on the research problem, the research objectives are formulated as follow:

1. To know Activating Background Knowledge is able to improve the eight grade students’ reading comprehension at SMP N 7 Bondowoso in 2016/2017 academic year.
2. To know Activating Background Knowledge is able to improve the eight grade students’ actively involved in English teaching learning process at SMP N 7 Bondowoso in 2016/2017 academic year.

### **1.4 Definition of the Terms**

In order to avoid misunderstanding, some words such as reading

comprehension and Activating Background Knowledge in the title are operationally defined as follows:

#### **1.4.1 Reading Comprehension**

Reading comprehension is the process of matching the reader idea found in the text with writer's message expressed in the text. Reading comprehension in this research deal with the student's ability (in the form of score of reading test) to comprehend the english word,sentence, paragraph, text.

#### **1.4.2 Activating Background Knowledge**

Activating background knowledge is believed that the readers' background knowledge (schema) interacts with the content of the passage they are reading. Activating background Knowledge refers to the activities and strategies that used to bring out what students already know about a topic of a text before reading and during reading for learning the content as fully as possible and linking the new content to prior understanding. In sharing how their background knowledge helped the students comprehend the text, the researcher making connection before reading, during, and after reading the text. The connection types includes: text to self connection, text to text connection, and text to world connection.

#### **1.5 Significance of the Research**

The researcher hopes that the findings of this study can give benefits for some parties. The first, for the students, the researcher is expected this study hopefully helps them to improve their ability in reading comprehension. The second, for the teacher, the researcher is expected this study will be useful opportunity to improve their quality of teaching English in general and teaching

reading in detail. And the last for the researcher, this study hopefully gives her knowledge and experience in the implementation of activating or building background knowledge to improve reading comprehension skill.

### **1.6 Scope of the Research**

This research focuses on the way the use of activating background knowledge to improve student's reading comprehension of the eight grade students at SMP N 7 Bondowoso in the 2016/2017 academic year.