

CHAPTER I

INTRODUCTION

This chapter covers the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous studies.

A. Background of Study

Reading is a written communication process of textual communication that shares information and ideas. Reading is a complex process and requires careful and systematic teaching methods. Reading activities are one of the ways to understand details by reading and comprehending texts. Harmer in Adawiyah (2019) stated that reading is beneficial for language acquisition, contingent upon students' comprehension of the material; increased reading correlates with improved understanding. The skill of reading is a fundamental aspect of communication. This complexity arises from the fact that reading requires individuals to possess the ability to comprehend and interpret written text.

Reading is an engaging process that allows the reader to communicate with the author through the written word. (Zare & Othman, 2013; Medina, 2012). Reading has several benefits and should be included in the teaching and learning process. Reading is a more important ability than speaking and writing for students who study English as their second language. (Petel & Jain, 2008; Brown, 2004; and Nunan, 2003). It indicates that reading is a way for getting information from text and is a crucial skill in English.

Muslim (2019) stated the students' problems in reading comprehension include factors such as prior knowledge, interest, decoding ability, the type of text being used, vocabulary, the quality of literacy instruction, independent practice, accurately answering reading questions, understanding the question in reading, interested in the text, and being an active reader are all factors that contribute to students' difficulties with reading comprehension.

Previewing and predicting are strategies that can utilized before and during the reading a text. A quick preview of a text's major elements can help predict what

it might be about. Previewing relevant texts and always Inquiring about the message conveyed from the text with consistently questioning its authenticity and trustworthiness of the given information helps increase readers' comprehension and criticality (Yunus, 2015). Previewing is a pre-reading process that entails quick read to gain a thorough comprehension of the substance of the text, book, or other passages and how they are constructed (Mikulecky & Jeffries, Advanced Reading Power, 2007). Moreover, Duffy (2009:103) explained that students must look for clues connected to the topic, reflect on what they already know, and predicted possible outcomes based on their existing knowledge.

The reason why the previewing and predicting strategies good for reading text because Duffy (2009:103) stated that previewing and predicting encourage students to explore for clues about the topic, consider what they already know about it, and making predictions about future events based on their prior understanding. The advantages of previewing are how making students better concentration because they understand what they are reading, can concentrate more fully, and are actively thinking, processing, and storing the information they read. According Chia (2001), the objective of previewing is to aid readers in predicting or forming some well-informed predictions regarding the text's content, thereby activating effective top-down processing for reading comprehension. The advantages of predicting are encouraging children to think ahead and ask questions actively.

Several recent studies have discussed previewing and predicting. One of them is research by Anggraini, Usman, and Arid (2022) the study focused on implementing previewing and predicting strategies in teaching reading comprehension. Another one was conducted by Chitrasari (2015) to see whether previewing is effective towards students' achievement in reading comprehension at the eighth-grade students of SMP Nusantara Plus Ciputat. Another one was conducted by Hasruddin (2021) this research aimed to determine whether or not the implementation of a prediction strategy improves students' reading comprehension of English recount text. To differ from previous studies, the current study explores the students' perceptions of the previewing and predicting strategy and whether it is adequate for understanding the content in the text.

This study aims to determine the students' and identify the students' problems of using previewing and predicting strategies on reading comprehension in narrative text. In learning English, there are four language skills: listening, speaking, reading, and writing; the language components, such as grammar, pronunciation, and vocabulary. Concerning all those skills, the research is concerned with reading skills.

B. Research Questions

Based on the background above, the followings are the questions that arise to be answered by this research:

1. How are students' perceptions on previewing and predicting strategies on reading comprehension in narrative text?
2. What are the students' problems of using previewing and predicting strategies on reading comprehension in narrative text?

C. Research Purposes

Based on the problems above, this research aims:

1. To find out the students' perceptions on previewing and predicting strategies on reading comprehension in narrative text.
2. To identify the students' problems of using previewing and predicting strategies on reading comprehension in narrative text.

D. Research Significances

The research expects that the results of this study are useful both theoretically and practically.

- a. Theoretically, the research expects that this study can be helpful for readers and future researchers who want to study the similar case as the researcher about EFL students' perceptions of using previewing and predicting strategies on reading narrative text.

- b. Practically, this study is likely helpful and can contribute to the development of English language and be taken into consideration and input in finding the proper method to help students in strategy on reading text.

E. Research Scope

This study discusses strategy for raising skills, which focuses on the perception on using previewing and predicting strategies on reading comprehension in narrative text at a senior high school in Bandung, West Java, Indonesia. This study aims to find out the students' perceptions and identify the students' challenges on using previewing and predicting strategies on reading comprehension in narrative text.

F. Conceptual Framework

Reading constitutes a method of textual interaction that conveys ideas and information. Reading is a more important ability than speaking and writing for students who study English as their second language (Petel & Jain, 2008; Brown, 2004; and Nunan, 2003). According to Grabe and Staller (2002), reading in general helps you understand and analyze information in a text appropriately. Nevertheless, reading comprehension is a multifaceted concept that varies in numerous ways based on language skills, motivations, objectives, and tasks. The interactions between reader and text factors are a significant factor in determining reading comprehension.

According to Cowell (2012), reading comprehension is the cognitive process through which a reader creates understanding while, or after, engaging with a text by combining their existing knowledge and experiences, the information presented in the text, their personal perspective towards the text, and their immediate, remembered, or expected social interactions and communications.

Previewing is one of pre-reading activity that involves quickly reading to gain a thorough comprehension about the content of the text, book or other passages and how it is formed (Mikulecky & Jeffries, Advanced Reading Power, 2007). Prior to reading, it is necessary to engage students in previewing activities that involve

providing clues, such as pictures or titles, that are connected to the reading content. This helps to increase students' ability to make predictions.

Predicting is a strategy that allows students to use information from the previewing text, such as titles, headings, pictures, and diagrams, to think of opinions on the main topic that can appear in reading the text before reading. According to Bailey (2015), Prediction is a crucial cognitive process used in reading comprehension. Students can utilize textual elements such as diagrams, illustrations, headings, and titles to predict the future events in the story. According to Block, Rodgers, & Johnson (2004), students must activate their relevant prior knowledge. The students formulated a prediction and established the objective of reading, thereafter verifying or disproving their predictions.

Previewing and predicting are strategies that can be used before and during the reading a text. Previewing and predicting will help prepare the information as reading. Roe and Ross in Ephraim (2009) explained that students should look at diagrams, photos, titles, and subtitles to assist them recall their past understanding of the issue while previewing the text. It can help children comprehend the text before they start reading. This strategy involves various text elements, such as the title, table of contents, index, appendices, foreword from the author or publisher, chapter and paragraph headings or subheadings, information on the back cover, and acknowledgments.

Humans are uniquely constructed, with each individual possessing distinct perspectives. The variations among individuals in their preference for a certain object are determined by their subjective perception and response to that object. Ghadirian et al. (2017) stated that perception is defined as a set of acts used to acquire information. That acquisition can result from the situations in which students are exposed. Alnujaidi (2017) Perception is an external component that encompasses an individual's perspective, understanding, beliefs, and attitude to innovation. The students' perceptions have a significant relationship with learning outcomes. (Marhento, 2015). Students with good perceptions tend to enhance the independent learning process, leading to improved learning results. In addition,

perceptions have the potential to influence students' inclination to make decisions and their academic performance.

Duffy (2009:103) stated that previewing and predicting make students look for clues to the topic, think about what they already know about it, and predict what they think will happen based on their prior knowledge. The advantages of previewing are making students (better concentration) because they understand what they are reading, can concentrate more fully, and are actively thinking, processing, and storing the information they read. The advantages of predicting are encouraging children to think ahead and ask questions actively.

G. Previous Studies

There were some relevant previous researches related to this study. Some of their findings were as follow: Anggraini et al. (2022) conducted the study focused on implementing previewing and predicting strategies in teaching reading comprehension. The research was conducted at SMAN 14 Sigi. This study aimed to investigate the impact of the previewing and predicting method on reading comprehension at SMA Negeri 14 Sigi. Specifically, it focused on the effectiveness of teaching reading comprehension by including the previewing and predicting process during English learning classes. This study employed a descriptive qualitative research design. The study employed qualitative research methodology due to the necessity of providing a comprehensive description and transcription of the interview findings. The researchers conduct systematic investigations to gather, analyze, and draw conclusions from data using specialized methodologies in order to address the challenges at hand. The study conducted interviews with the two English instructors of SMA Negeri 14 Sigi, where the total student was 58. The interview comprised a series of inquiries regarding the teacher's utilization of the previewing and predicting method in English instruction. The class researchers discovered that the previewing and predicting technique should be specifically designed for sustained application in the classroom. According to the suggestions above, both respondents claimed that when these tactics were utilized, the students understood the reading passage well; nevertheless, based on the interview, both

teachers agreed that many of the children still lacked vocabulary, implying that these strategies are not always effective. There are still few students that require instruction utilizing various methods and strategies in order to improve their reading comprehension.

Another one was conducted by Chitrasari (2015), The purpose of this study was to determine whether previewing helps eighth-grade students at SMP Nusantara Plus Ciputat improve their reading comprehension skills. Therefore, the purpose of this study was to get dependable data regarding the presence of a substantial disparity in the reading comprehension of students from the experimental and control courses. The research methodology employed in this investigation was a quasi-experimental study. The study's sample size consists of 36 students. The experimental group employed the technique of previewing, whereas the control group was instructed without the use of previewing. Prior to administering the treatment, a pre-test was administered to the students from both courses in order to assess their level of reading comprehension. Following the completion of the treatment, the students were administered a post-test. The primary tool utilized for the assessment was a set of 20 multiple-choice questions. The findings of this study demonstrate that the act of previewing significantly enhanced students' performance in the domain of reading comprehension.

Another one was conducted by Hasruddin (2021), The purpose of this study was to see if the prediction technique might increase students' reading comprehension of English recount text in terms of main idea and conclusion in eighth grade at MTs Negeri Luwu Timur. This study employed a pre-experimental design, conducted pre-test, treatment, and post-test procedures, and gathered data based on tests. The sample was a student in the eighth grade, namely in class VIII.D, at MTs. Negeri Luwu Timur. The sample consisted of 28 students during the academic year 2020/2021. The results indicate that the prediction technique enhances pupils' reading comprehension. The study determined that the use of the prediction approach had a positive impact on the reading comprehension of eighth-grade students at MTs. Negeri Luwu Timur.

The previous studies on previewing and predicting are discussed focused on implementing previewing and predicting strategies in teaching reading comprehension, another one about the application of previewing in improving students' reading comprehension, implementation of the prediction strategy to improve students' reading comprehension of English recount text. However, the relevance of previous research is that both discuss previewing and predicting the subject in senior high school. This study uses qualitative methods like the first previous study. The difference with previous research is that the research focuses on students' perceptions while the previous one focused on implementation of previewing and predicting strategies in teaching reading comprehension. This study aims to find out the students' perceptions and identify the students' problems of using previewing and predicting strategies on reading comprehension in narrative text

