

CHAPTER I

INTRODUCTION

This chapter tells us about the introduction of the study. It consists of background of the study, objectives of the study, significance of the study, scope of limitation of the study, definition of key terms, and organizing of the study.

1.1. Background of the study

Reading for EFL students is very important, especially those who are at Junior High School. By reading, they can elaborate the content of the text into other English Language skills, such as listening, writing, and speaking. The progress of researcher for each student is different due to the fact that they have prior knowledge of reading before studying at Junior High School.

Every student has different prior knowledge. Because they each have their own prior knowledge. The prior knowledge is information that children have developed through their experiences in their cultures and families (Moll, Amanti, Neff, and Gonzales, 1992). For the example, English is taught at Kindergarten and Elementary school, some students have had course, some students may have lived in another country, and they may have traveled little.

Based on the description above, this study focuses on the prior knowledge at Elementary School due to finding the result whether there is an effect of English got an Elementary School on the reading ability of Junior High School students.

1.2. Statement of the problem

Relating to how important the prior knowledge of the EFL students in having better reading ability.

The researcher formulate the research question “Do the SMP students who got prior English of elementary school read English test better than who did not?”

1.2.Objectives of study

This study aims to find out the effect of English at Elementary School in reading ability of Junior High School students. The specific objective of this study is to find out whether “The SMP students who got English in elementary read English better than who did not?”

1.3. Significance of the study

This study will give some information about reading ability and the effect of English in elementary on junior high school students’ reading ability among the seventh grade of Junior High School.

Hopefully, the result of the study is useful for the students, the teachers, and the readers, and for the next researcher. The result will be used for the following ones.

First, for the students, they can enrich the knowledge about reading and they can identify their problems in reading skill. Second, for the teacher, they can help the students when facing some problems in reading skills. Third, for the reader, It is expected by reading the study, the reader will have no find any difficulties in understanding the reading skill and they also know the effect of reading since childhood. Fourth, for the next researcher, it is also

expected to give some information to the researcher in order to increase the knowledge of reading ability and they know how important it is.

1.4. Scope and Limitation of the Study

As it is impossible to study all areas related to the topic of the research, it is important to have scope and limitation of the study.

The problems deal with in this study are limited as follows: the students participating in this study are the seventh grade students of Junior High school. The effect of English in elementary on junior high school students' reading ability.

1.5.Hypothesis

Hypothesis is a temporary answer to the formulation of research problem. It is said to be temporary because the answers are given only based on the theory relevant, not yet based on the empirical facts obtain through data collection.

The hypotheses in this research are :

Ha :SMP students who got English in elementary school read English better who did not.

Ho : SMP students who did not get English in elementary school read English better than who got.

1.6. Definition of Key terms

1.6.1. Effect

Effect is something that is produced by cause, result, consequence.

1.6.2. Prior Knowledge

Prior knowledge is the knowledge the learner already has before they meet a new information.

1.6.3. Prior knowledge of English

Prior knowledge of English is the initial knowledge where the students get, learn or understand about English.

1.6.4. Elementary school

Elementary school is a school for children about seven to twelve years old, in which they receive primary or elementary education.

1.6.5. Reading ability

Reading ability is a general understanding of reading can be derived as an active process of getting meaning.

1.6.6. Reading comprehension

Reading comprehension is the ability to process text, understand its meaning, and to integrate what they already know.

1.7. Organization of the Thesis

The organization of this research is given in order to understand the content of this study as follows. First, Chapter I is introduction, this chapter deals with describes background of the study, statement of the study, objectives of the study, significance of the study, the scope and limitation of the study, the definition of key terms and organization of thesis. Chapter II presents the review of literature which contains theories underlying the writing of this study. Chapter III is the method. It discussed about research design, subject of the study, data and data source, the research instrument, and collecting method and data analysis. Chapter IV is the finding and discussion and Chapter V is conclusion.

