

PRE-READING ACTIVITIES IN TEACHING READING COMPREHENSION: TEACHER AND STUDENTS' PERSPECTIVES

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Abstract

Pre-reading activities is a way for the students to comprehend an English text easily. It can help the students before they face the text. Therefore, through pre-reading activities will open their mind to the related topic, they activate their background knowledge to comprehend the text better. In fact pre-reading activities have been implemented during teaching reading to make the students ready and also interest through an English text that will be given by the teacher. The purpose of this study was to know the implementation of pre-reading activities in teaching reading comprehension and the teacher and students' perception in teaching reading. By qualitative research, we get the data from document analysis, observation, interview, and questionnaire. The findings explain about the steps of implementation pre-reading activities in teaching reading comprehension by using offers eight ways to do pre-reading activities such as: focusing attention, questions, headings, nonprinting material, stopper words, setting purpose, purpose and strategies, question and answer, also the teacher's and student's perspectives through pre-reading activities. The implication of this research give some steps to do in pre-reading activities, also this is an appropriate activities because it could make them ready to face the text.

Keywords : Pre-reading; Teacher and Students' perception; Case study

INTRODUCTION

Pre-reading activities have been implemented in this school during teaching reading to make the students ready and also interest through an English text that will be given by the teacher. It can be seen from the English teacher's interview that the implementation of pre-reading activities during teaching reading can make their students more active, enthusiastic, and motivated to comprehend

the text easily. In line with the mission of the school that to carry out the teaching and learning process more active, innovative, creative, effective, and fun.

The reading skill become important in the education world, students need to be exercised and trained in order to have a good reading skill. Reading is the receptive skill because it receives the information from printed and written text.

Reading is also something crucial for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good skill in reading, they will have a better chance to succeed in their study. To make the students have a good mastery in reading skill, they need the ability to recognize words, phrases, sentences, and paragraphs. Reading is important for the students to comprehend a reading text with having knowledge in general view of the text and to build upon what students already know about a topic as a lead-in to the reading text. According to Anderson (1985: 19), reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. Good readers skillfully integrate information in the text with what they already know. Brandao and Oakhill (2005), prior knowledge, also termed word knowledge or background knowledge, is what a person knows about the content of the text.

Pre-reading activities is a way for the students to comprehend an English text easily. Therefore, through pre-reading activities by brainstorming their mind to the related topic, they activate their background knowledge that it may take advantage for them to comprehend the text better. In line with the statement, Jacob (2000: 28) pre-reading activities can include brainstorms, graphic organizers of students' background knowledge (using concept maps, clusters, or webs). Sulisty (2011: 85) explained that brainstorming provides the students with the opportunity to link the information they have had and the ones in the text. In other words, the students' knowledge on the topic discussed in the text is being activated.

Pre-reading activities make reading more enjoyable task, pre-reading activities are thus intended to activate appropriate knowledge structures or provide

knowledge that the reader lacks (Alemi, 2010). According to Salehi (2017) pre-reading activities are also motivational devices because it helpful before reading the passage. Yeeding (2007) investigated the use of pre-reading activities on learners' motivation and reading comprehension ability. Results showed that the activities subjects were highly motivated, enthusiastic to read. Pre-reading activities proposed by Ellery and Sulisty cited from Journal Tadris (2016: 129-142) can be combined in a reading instruction. Combining several pre-reading activities helpfully prepares students for the content of reading materials.

There are some previous studies related to the topic about the using of pre-reading activities. Yuliatuzzahrah (2011) the purpose of this study is to find out which type of pre reading activities is consider the most effective for teaching reading comprehension, the result of implementing pre-reading activity is the average score of reading is above the indicator of achievement which is 80. That is a an excellent criteria because they can get the score more than the minimum standart from the school which is 70. Therefore, most of the students' score increased, they can reach the indicator of achievement; moreover their mean score are higher than the indicator of achievement. Based on the score result, the score before pre-reading activities implemented will increase after pre-reading activities is implemented.

The next previous study that has been done by Ismatun (2012) the purpose of this study is to find out the significant difference of the students' reading comprehension by using pre-reading technique and without using pre-reading technique. Based on the analysis of T-test formula, it can be conclude that (H_0) is rejected and (H_a) is accepted. It means that there is a significant difference of students' reading comprehension by using pre-reading technique and without using pre-reading technique.

The third study has been done by Maretnowati (2014) the purpose of this study is to know whether the use of pre-reading activities can enhance student's achievement in reading skill of recount text. The result of this research showed that reading comprehension of the eleventh grade students before being taught by using pre-reading activities was categorized low. By comparing the value t_0 bigger than t_t , that is $2.02 < 5.05 > 2.71$, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Therefore, it can be interpreted that teaching reading through pre-reading activity can enhance the students' comprehension. The conclusion of this research is there is significant difference in students' comprehension in reading recount text with pre-reading activity. It is proved that students who are given pre-reading activity have higher score than the students who are not given pre-reading activity treatment.

The fourth study has been done by Sunardi (2015) the purpose of this research is to find out whether there is a significant difference between reading comprehension. The result of this research showed that reading comprehension of the eleventh grade students before being taught by using pre-reading activities was categorized low. The score of mean and standard deviation were 60.67 and 6.53. Meanwhile the reading comprehension of the eleventh grade students after being taught by using pre-reading activities was categorized good. The score of mean and standard deviation were 75 and 5.2. Based on the result, it can be concluded that pre-reading activities are one of the appropriate way technique to teach reading for senior high school.

From the explanation above, the researcher decided to conduct the study related how the implementation of pre-reading activities in teaching reading comprehension that taught by the teacher, and to know about the teacher and student's perceptions through pre-reading

activities in teaching reading comprehension, with the expectation that the result of this research can be used by both the students and the teacher in improving reading comprehension through pre-reading activities.

This study is conducted by using a case study at the eighth-grade students of MTs Negeri II Bojonegoro Padangan in the academic year of 2017/2018. The title of this study is "The Use of Pre-Reading Activities in Teaching Reading Comprehension: Teacher and Students' Perspectives (A Case Study at the Eighth-Grade Students of MTs Negeri Bojonegoro II Padangan in the Academic Year of 2017/2018)". Based on the background of the study above, this study has two statements of the problem as follows: (1) How is the implementation of pre-reading activities in teaching reading comprehension? (2) How is the teacher's and students' perception of teaching reading comprehension through pre-reading activities?

The objectives of the study are expected to know the implementation of pre-reading activities in teaching reading comprehension, and to know the teacher's and students' perception in teaching reading through pre-reading activities for their students.

METHOD

The method of this study is qualitative method by using a case study as the research design. Yin (2012) case study is a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.

The technique of collecting the data were document analysis, observation, interview, and questionnaire. In order to get the data, the researcher focused on the

VIII-A consist of 32 students, there are 9 male students and 23 female students. The setting of this research is MTs Negeri Bojonegoro II Padangan.

RESULTS AND DISCUSSION

In the earlier chapter, the researcher had mentioned about the objectives of the study. The objectives of the study are to find out the implementation of pre-reading activities in teaching reading comprehension, and to know the teacher's and students' perception in teaching reading through pre-reading activities for their students.

To find out the implementation of pre-reading activities in teaching reading, the researcher analyzed by using lesson plan from the English teacher and observation check list about the implementation of pre-reading activities in teaching reading. The teacher used eight ways to do in pre-reading activity according to this technique called readiness technique such as: focusing attention, questions, headings, nonprinting material, stopper words, setting purpose, purpose and strategies, question and answer.

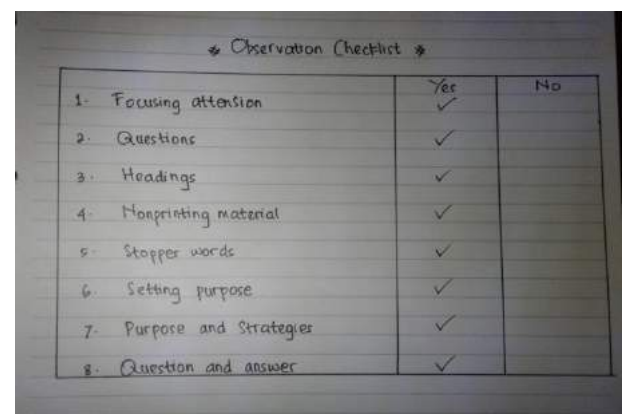
First, the teacher implemented about focusing attention, this step was to attract the students focus on the teacher explanation about the material that will be taught by the teacher. So, the students must pay attention carefully, because this step was the first way to do pre-reading activities. The teacher also gave the students motivation to convince them that they can comprehend the material easily. From the first step, the teacher hoped that all the students will interest to the topic of the material on that day.

Second, the teacher implemented about questions. In this step, the teacher gave the students some question related to the topic to attract the students' interest to the material. So, they will have their background knowledge before face the English text.

Third, the teacher implemented about headings and nonprinting material. In this step, the teacher wrote the title on the whiteboard about the material, after that the teacher gave a picture to the students. The aim of the step was to attract the students interest to the topic that will be given by the teacher through a picture. The teacher showed a picture to the students, and they guessed it.

Fourth, the teacher implemented about stopper word, setting and purpose, purpose and strategies. In this step, the teacher read an English text and stopped to the difficult word, and the students will be continued to read it. Next step was the teacher established the aim of their activities, that was to find the mind idea of the English text given. After that, they analyzed about some questions of the difficult word on the text, the teacher solved it by using a dictionary. She gave a strategy to the students that they must find the verb 1 of the word that written in verb 2 of the text. So, they more easily to comprehend a difficult word, and they will comprehend the text better.

Fifth, the teacher implemented about question and answer. In this step was the students gave some questions to the teacher related to the English text they have learned. After that, the teacher answered their questions one by one and convince them to comprehend the explanation well.



* Observation Checklist *		
	Yes	No
1. Focusing attention	✓	
2. Questions	✓	
3. Headings	✓	
4. Nonprinting material	✓	
5. Stopper words	✓	
6. Setting purpose	✓	
7. Purpose and Strategies	✓	
8. Question and answer	✓	

Figure 1. Result of Observation Checklist

Based on the result above, the researcher concluded about the implementation of pre-reading activities through lesson plan and by using eight ways as the observation checklist. Focusing attention and question were an activity that was done by the teacher asked some questions to students related to the topic. It was intended to stimulate the background knowledge of the students, by this activity the students can focus and find information from the question. After that the teacher wrote a title on the whiteboard and gave a picture on the students' book to attract attention of the students it was called headings and nonprinting material.

After the teacher saw the students ready to the text and gave them stimulation through stopper word, and then the teacher gave the text or material to the students. The teacher gave opportunity to all students to read the text which had been given by the teacher. She called some students to read the text loudly and gave correction if there were mistakes in pronunciation. The next step was setting purpose, the teacher was done to explain the purpose of the material in teaching reading to find out the main idea of the text on that day. To convince that the students understood the material, the next step were question and answer. She gave an opportunity to students to ask something that they did not understand about the text or material, and answered the question.

From the teacher and students' answer, it can be said that pre-reading activities makes the students more easy and active to comprehend the lesson and also they active

to speak and read the text in English. Furthermore, from the students' answer, it can be said that almost all students agree that pre-reading activities can help them before face the material in teaching and learning reading comprehension, on their perception about pre-reading activities also suitable way, and motivated them in comprehending an English text.

Based on the implementation of pre-reading activities in teaching reading, the researcher wants to know the students' responses about the technique used by the teacher. To gain data of student's responses, the researcher used questionnaire. The result of questionnaire is showed in the following table:

Table 4.1 Students' Responses about Implementation Pre-Reading Activities

VARIABLE	N	ANSWER OPTIONS				TOTAL	
		YES		NO		N	%
		F	%	F	%		
Students' interest English text through pre-reading activities that taught by the teacher.	32	26	81%	6	19%	32	100%
Students' agree about the use of pre-reading in their class.	32	30	94%	2	6%	32	100%
Students' interest in implementation of pre-reading activities.	32	28	88%	4	12%	32	100%

Students become motivate in reading skill to improve their skill in reading an English text.	32	30	94%	6	6%	32	100%
Students become understand the material when pre-reading activities is implemented.	32	29	91%	3	9%	32	100%
Students more active in reading skill by using pre-reading activities.	32	26	81%	6	19%	32	100%
Students do not feel bored to comprehend an English text through pre-reading activities	32	29	91%	3	9%	32	100%

Based on the results of questionnaire above, there were 26 (81%) of students' interest English text through pre-reading activities that taught by the teacher, and 7 (19%) of students do not interest. There were 30 (94%) of students agree about the use of pre-reading in their class, and 2 (6%) of students did not agree. There were 28 (88%) of students interest in implementation of pre-reading activities, and 4 (12%) of students did not interest. In conclusion, it can be relevelated that 30 (94%) of students agree about pre-reading, and 28 (88%) of students interest in implementing pre-reading in their class. So, pre-reading activities is one of a good technique to comprehend an English text.

There were 30 (94%) of students become motivate in reading skill to improve their skill in reading an English text, and 2 (6%) of students did not motivate in reading skill. There were 29 (91%) of students become understand the material when pre-reading activities is implemented, and only 3 (9%) of students

did not understand. In conclusion, it can be relevelated that 30 (94%) of students become motivate in reading skill, and 29 (91%) of students become understand an English text easily through pre-reading activities.

The last, there were 26 (81%) of students more active in reading skill by using pre-reading activities, and 6 (19%) of students did not active. There were 29 (91%) of students did not feel bored to comprehend an English text through pre-reading activities, and 3 (9%) of students felt bored to comprehend an English text through pre-reading activities. In conclusion, it can be relevelated that 26 (81%) of students more active by using pre-reading activities, and 29 (91%) of students did not feel bored to comprehend an English text. So, by using pre-reading activities the students more active in the class especially in reading comprehension, and most of them did not feel bored during teaching and learning process.

Based on the implementation of pre-reading activitie in teaching reading at the eighth-grade of MTs Negeri Bojonegoro II Padangan, it can be found that from the lesson plan and observation checklist the teacher have done to teach by using eight ways in pre-reading activities. This activity in line with Robinson (2011) suggested some activities in pre-reading. In this technique, he offers eight ways to do pre-reading activities such as: focusing attention, questions, headings, nonprinting material, stopper words, setting purpose, purpose and strategies, question and answer.

The researcher found that, the teacher for the first time build the students' background knowledge and that is also as a warming up before they face the text. The teacher gave some questions to the students to attrack their interest and to prepare them, and build their background knowledge. According to Carrel (1988) stated that we should prepare students by

helping them to build background knowledge on the topic prior to reading, through appropriate pre-reading activities. In line with Wallace (1992), one very popular kind of pre-reading activities is “brain storming”. This may take the form of giving the class a particular key word or key concept. Sulisty (2011: 85) explained that brainstorming provides the students with the opportunity to link the information they have had and the ones in the text. In other words, the students’ knowledge on the topic discussed in the text is being activated.

The second matter was about the teacher and students’ perception in teaching reading comprehension through pre-reading activities. Based on the result of the teacher interview above the researcher concluded that the English teacher felt their students more easy to comprehend an English text, they more active in reading class, they also active to speak and read the text in English. So, the teacher felt enjoy taught them in teaching reading comprehension through pre-reading activities. This result in line with (Alemi, 2010) stated that pre-reading activities make reading more enjoyable task, pre-reading activities are thus intended to activate appropriate knowledge structures or provide knowledge that the reader lacks.

Based on the result of the students interview, the researcher concluded that the students feels about pre-reading activities is a suitable way to solve their problem in reading comprehension. They enjoy all the steps in pre-reading activities, they also become active in reading class, enthusiastic with the lesson, and through this technique the students feels motivated to comprehend an English text. As stated Chastain (1988), that the purpose of pre-reading activities is to motivate the students to want to read the assignment and to prepare them to be able to read it. Yeeding (2007) investigated the use of pre-reading activities on learners’

motivation and reading comprehension ability. Results showed that the activities subjects were highly motivated, enthusiastic to read. In line with Salehi (2017) pre-reading activities are also motivational devices because it helpful before reading the passage. Based on the statement, it can be concluded that pre-reading activities succeed to motivate the students in teaching reading comprehension.

CONCLUSION AND SUGGESTION

From the first meeting until the fourth meeting of the implementation of pre-reading activities in teaching reading, it can be concluded that pre-reading activities makes the students motivated and ready to read the text. There are eight ways to do in pre-reading activities the technique called readiness technique such as: focusing attention, questions, headings, nonprinting material, stopper words, setting purpose, purpose and strategies, question and answer. The English teacher could make them participate actively in the teaching learning process. It was because the students do not feel bored to comprehend the text. The students were so enthusiastic to do the activities because the text given are familiar and suited with the students’ interest. It could makes them increased their reading comprehension. In conclusion, pre-reading activities could improve their skill in reading comprehension.

From the result of interview, and questionnaire about teacher and students’ perception in teaching reading comprehension, the researcher concluded that the pre-reading activities are useful for the students to make them comprehend the English text. Moreover, this activity is appropriate to be implemented in teaching reading because it could improve students’ interest and motivation. From the result of this study, the researcher argued that pre-reading activities can be implemented in teaching reading comprehension.

This study can add the information and this study will give the little contribution to the activities then can be applied in teaching reading comprehension. In addition, it would be better for the teacher to be more creative in choosing the activities in teaching reading. Pre-reading activities is an appropriate activity because it could make them ready to face the text.

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