

## USING PRE-READING ACTIVITY TO IMPROVE THE STUDENTS' COMPREHENSION IN READING

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### ABSTRAK

*Penelitian ini dilakukan untuk mengetahui apakah aktivitas sebelum membaca dapat meningkatkan kemampuan siswa dalam memahami bacaan atau tidak. Dalam penelitian ini penulis menggunakan sampel penelitian acak. Jumlah sampel adalah 72 siswa. Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penulis berkolaborasi dengan Guru Bahasa Inggris di kelas. PTK yang digunakan berdasarkan desain dari Kurt Lewin. Penulis melaksanakan dua siklus yang mana disetiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Data diperoleh secara kualitatif dan kuantitatif. Data kualitatif diperoleh melalui analisis data lapangan dan hasil wawancara. Kemudian data kuantitatif diperoleh dari hasil skor pre tes dan pos tes, lembar observasi dan kuesioner. Hasil penelitian ini menunjukkan bahwa rata-rata skor pos tes adalah 82.71. Sehingga dapat dikatakan siswa menunjukkan kemampuan terbaik mereka. Mereka memperoleh peningkatan yang baik setiap siklus. Persentase nilai rata-rata peningkatan antara pre tes dan pos tes 2 adalah 35.65 %. Sehingga dapat disimpulkan bahwa penggunaan aktivitas sebelum membaca sebagai metode mengajar untuk meningkatkan pemahaman membaca efektif. Dari persentase, dapat disimpulkan bahwa PTK berhasil karena persentase rata-rata skor pos tes 2 siswa dapat melewati kriteria kesuksesan PTK, 30 %. Jadi, siklus PTK selesai. Artinya, "Ada peningkatan yang signifikan dari pemahaman membaca siswa setelah mereka diajarkan menggunakan aktifitas sebelum membaca", jadi hipotesis penelitian ini diterima.*

**Kata Kunci** : Aktivitas Sebelum Membaca, Pemahaman Membaca

### ABSTRACT

This research is carried out in order know whether Pre-Reading Activity can improve the students' comprehension in reading or not, and in this research the writer applies the cluster random sampling research. The number of sample in this research is 72 students. This research is categorized as a classroom action research. The writer worked collaboratively with the English teacher in the class. The CAR was done based on Kurt Lewins' design. The writer did two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the field notes, the result of interview. Then, quantitative data were obtained from the students' score of pretest and posttest, observation sheet and questionnaire. The finding of this research showed that the mean score of post-test 2 is 82.71. It can be said that the students showed their best achievement. They proved the good improvement for each cycle. The percentage of mean score improvement between pre-test and posttest 2 is 35.65%. It was proven that the use of Pre-Reading Activity as the teaching method to improve the students' comprehension in reading was effective. From that percentage, it can be concluded that the CAR is success because the percentage of students' mean score of post-test 2

could pass the criterion of CAR success, 30%. So, the cycle of CAR is stopped. It means, “there is a significant improvement of the students’ comprehension in reading after they are taught by using Pre-Reading Activity”, so the hypothesis of this research is accepted.

**Keywords** : Pre-Reading Activity, Reading Compehension

## I. INTRODUCTION

In learning English students are expected to use the four basic English skills, that are listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. (Harmer, 1991)

As one of receptive skills, reading becomes important for students in order to comprehend some kinds of texts which are learned at school.

From the writer observation, the students’ problem in reading is the feeling that they do not know what the text is about. This problem happens in SMA Negeri 3 Padangsidempuan which is connected with vocabulary mastery. Most of students will surrender in trying comprehending the text which is interrupted by lacking of vocabulary. So, it becomes problem for them in understanding the whole passage and then they stop reading. The problem connects with the student’s lack of vocabulary. They think that they do not have enough vocabulary to comprehend the text. In addition, they lack of interest and unattractive teaching method. Therefore, the students need variation in learning English. By changing the learning method, the students are expected to be more interested in reading activity.

One of the techniques is pre-reading activity which it can engage students in activity before reading. It will stimulate them in reading. The students are not interested in reading the text. Therefore it will be very good, if we can find the method which can increase the students’ interest to learn reading.

Grellet (1981) stated that “Reading is an active skill.” Therefore, applying pre-reading activity will increase students’ attention in reading. The students have to work with the materials actively. The

conclusion is the teacher is expected to hold an attractive activity to involve students to be active in the classroom.

Pre-reading activity could be a way to students to comprehend English text easily. Therefore through pre-reading activities by brainstorming their mind to related topic, they activate their background knowledge that it may take advantage for them to comprehend the text better. As Hudson (2007) says, “Prior knowledge may have some effects in students’ understanding because a reader who already has an elaborate schema can more easily fit incoming textual information into those schemata.” This assumption is related to how students comprehend the text.

Based on explanation above, the writer hopes that students feel easy to apply and to practice this technique in understanding reading text, especially in reading comprehension. Moreover, Using Pre-Reading Activity also helps students improve their achievement in English reading comprehension. In this research, the writer will conduct the research with the title: **“Using Pre-Reading Activity to improve the Students’ Comprehension in Reading”**.

For these reasons, the writer is interested in analyzing Using Pre-Reading Activity to improve the Students’ Comprehension in Reading with the argument as follows :

1. The writer chooses reading, because reading is one of the four language components; it is an important element that cannot be separated from each other in language learning process.
2. The writer chooses pre – reading activity, because it enables learners to engage their curiosity in reading by pre-reading activity.

3. As far as she knows that the topic is still new for it has never researched by other researchers before.

Since it is regarded relatively large, so that it needs limitation. The limitation is needed in order to avoid the misunderstanding and vagueness about the problem of this research between the writer and the readers. Therefore, the writer would like to express the limitation of this research as follows :

1. The pre-reading activity in the topic of this research means a stage before reading is started which students are asked to make anticipation about the reading text topic.
2. The students' comprehension in reading in the topic of this research means understanding a written text which means extracting the required information from it as efficiently as possible.
3. The students who are taken as the subject of this research is the eleventh grade students of SMA Negeri 3 Padangsidempuan in 2018-2019 academic year.

The writer formulates the problem of this research as follows :

1. How far is the application of pre-reading activity in teaching ?
2. How far is the improvement of the students' comprehension in reading after they are taught by using pre-reading activity?
3. How far is the students' comprehension in reading ?

In carrying out a scientific research, a researcher should have a certain purpose to be achieved. The writer carries out this research based on the following purposes :

1. In order to know how far the application of pre-reading activity in teaching is.
2. How far the improvement of the students' comprehension in reading

after they are taught by using pre-reading activity is.

3. In order to know how far the students' comprehension in reading is.

The writer formulates the hypothesis of this research as follows: "There is a significant influence of pre-reading activity to improve the Students' Comprehension in Reading".

## I. THE REVIEW OF LITERATURE

### Pre-reading Activity

In the contemporary practice, a reading lesson is usually divided into three parts, the pre-reading, while-reading, and post-reading stages, each of which has its own particular aims and procedure. (Murcia, 1991)

According to Silberstein (1994), pre-reading activities are activities created which occurs before the students read the whole passages or text. Before students read any text, teachers can direct their attention to how a text is organized. It could be a way to help students comprehend the text easily.

Richard Nordquist (2013) states, "Pre-reading strategies allow students to think about what they already know about a given topic and predict what they will read or hear". Therefore, by understanding what the students want to read, it will help them to comprehend the text better. It will affect on students' reading comprehension test achievement.

In conclusion, pre-reading activity is an activity which is held before main reading activity. This activity usually is held in order to brainstorm students' knowledge which is connected with the text. This activity has function as the media before the main reading process happens to help students comprehend the text easily.

Pre-reading activities have beneficial goals in giving students' preparation before reading. There are some strategies that can be used to make connection in the readers' thought. The most important one is to set

reading purposes before some one begin to read.

There are several kinds of pre-reading. Pre-reading involves teachers' preparation in holding the activities before the reading class. The use of kinds of pre-reading activities is based on the purposes of reading. It also adjusted to the students' needs and also teachers' ability to conduct pre-reading activity.

Lewin (2003) mentioned that there are menus of Reading Prepare Strategies :

1. Survey the piece by reading the title.
2. Think about the title by converting it into a question.
3. Think about the title by making a prediction about what will happen.
4. Look over the text structure: notice columns, paragraphs, font size changes, use of italics and boldface type.
5. Skim the piece on the look-out for proper names, places, dialogue, illustrations.
6. Look at the length of the piece and estimate how long it will take to read it.
7. Read the authors' name.
8. Think about the author by recognizing (or not recognizing) the name.
9. Think about by recalling other pieces written by the same person.
10. Think about the author by reading the short bio, if provide.
11. Sample the piece by reading one or two opening paragraphs and a middle paragraph.
12. Understand the teachers' reason for assigning this piece, or set your own purpose for reading it.
13. Take in all this preview data and recall any prior knowledge that is applicable. Ask, "What do I already know that

will help me understand this story or topic?"

## Reading Comprehension

Reading and comprehension are two things that cannot be separated. Reading means understanding the text and it is the same things as comprehension. Reading comprehension is understanding a written text which means extracting the required information from it as efficiently as possible. It needs deeper comprehension to know what the text means. (Grellet, 1981)

Bammann (1963) states, "Basic to good comprehension is an understanding of the manner in which words are fused into meaningful phrases, phrases into sentences, and sentences into paragraphs". To be a good reader, someone needs a deeper comprehension to know what the meaning of the text is.

Gillet (2012) give some characteristics in good comprehension, "Good comprehenders summon up their prior knowledge about vthe topic of reading, they ask question about the topic before and during the reading, they make appropriate inferences when ideas are not explicitly stated, they find main ideas, they summarize, and they make mental images from the words in the text." So, the readers need some skills to comprehend the text.

Based on RAND Reading Study Group (2002), "Comprehension entails three elements :

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part."

Those elements are related to each other which decide the quality of reading comprehension of the reader.

Based on De Boer and Dallman (2004), there are causes of difficulties in comprehension :

1. Limited Intelligence
2. Undesirable physical Factors
3. Overemphasis on word recognition
4. Overemphasis on Oral Reading
5. Insufficient Background for Reading a Selection
6. Failure to Adjust reading techniques to reading purpose and type of reading material
7. Lack of appropriate teacher guidance.

It is stated that teachers' guidance also become a factor of failure of comprehension. To solve the lack of reading comprehension, pre-reading activities could be one of the teacher's activities which can be used to guide or stimulate students' interest in text. As the sixth factor mentioned above, the reading technique is needed in teaching reading.

From those definitions, it can be concluded that reading comprehension refers to the understanding of what has been read. Comprehension is processing skills that depends not only on the comprehension skills but also depends on the readers' generalize knowledge and acquisition skills.

## **II. THE METHOD OF RESEARCH**

Scientific research should have the method in doing it. In this research the writer applies the scientific method. It is used based on the considerations that this research is formal, and it is performed systematically.

As LR Gay states (1988): "Research is the formal, systematic application of the scientific method to the study of problems. Educational research is the formal, systematic application of the scientific method to the study of educational problems"

Depend on of the main purpose of this research, that is in order to find out about how

far the improvement of the students' comprehension in reading by using Team Games Tournament to the eleventh grade students of SMA Negeri 3 Padangsidempuan in 2018-2019 academic year is, so that in this research the writer applies the class action research (CAR).

Classroom action research is suggested to the teacher as a way to know the development in the classroom. For further discussion, Carr and Kemmis in David Nunan (1989) offer the following definition: A form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practice, their understanding of these practices, and the situations in which these practices are carried out.

Classroom action research is regarded as the teacher's work to know the situation in the classroom, the relevance of student's achievement during teaching learning activity with the teacher's guide, the recent result of the student's activity during teaching learning activity, etc. here, the teacher could consider the obstacles, the positive and negative effects that influence teaching learning activity and try to think the appropriate ways in variety to make teaching learning activity be creative and dynamic.

The writer concludes that action research is teacher's effort in identifying the problem that appeared in teaching learning activity and doing something to solve the problem. In other word, the teacher begins with take out some educational questions about everything that in line with teaching learning activity. This is done in the effort to improve the quality of teaching learning activity. After that, the teacher evaluates the action in solving the problem to know how successful the effort done, if the result do not obviously improve, so she should try action research again till the teacher feels satisfied with the result of CAR and the students can improve their ability. Thus, the teaching learning activity will be more quality and the CAR can be said successful.

This research is carried out in the SMA Negeri 3 Padangsidempuan located at Jalan Perintis Kemerdekaan No. 56, Padangmatinggi, Kecamatan Padangsidempuan Selatan. And this research is conducted in 2018 - 2019 academic year.

The population of this research is the whole number of the eleventh grade students of SMA Negeri 3 Padangsidempuan in 2018-2019. The number of students is 148 students. For getting more information about the population of this research, let us see the following table :

TABLE II  
THE POPULATION OF RESEARCH

NO	C L A S S	THE NUMBER OF STUDENTS
1.	X	321
2.	XI	375
3.	XII	343
<b>T O T A L</b>		<b>1039</b>

In this research the writer applies the cluster random sampling. The random cluster sampling can be applied because the population is homogenous. It is said homogenous, because they come from the same level and they are treated equally in the teaching and learning processes of English.

Arikunto (1989) states “ to make a good data , if the subject is less than 100 it’s better to take all as the sample of the research, so that the research is as the population research, and then if the number of population is more than 100, we can take among 10-15 % or 20-25 % or more”.

Based on the above explanations the writer takes 20 % of the eleventh grade students of SMA Negeri 3 Padangsidempuan in 2018-2019 students as the sample of this research. They are 72 students.

The writer would apply two kinds of pre-reading activities. In this research, the writer is as the teacher who designs the pre-reading activity. The writer gave treatment to the class using brainstorming and pictures,

while in controlled class the writer did not give any treatment. The procedures in teaching recount text by applying pre-reading activities are:

Firstly, the teacher will review the material about recount text such as kinds of recount text. The teacher gives short explanation about recount text. This activity has a function to recall their memory about recount text.

After giving them short explanation, secondly the students will receive the text about recount text. The teacher brainstorms the students’ brain by asking the students about title, asking some questions about the text and predicting what will happen. These activities are called as pre-reading activities which is called brainstorming. This is the first kind of pre-reading activity. By giving them pre-reading activities like brainstorming, students are expected to comprehend text easily. Thirdly, the teacher gives them pictures related the text by showing pictures presentation on PowerPoint. The teacher read aloud the text for students. The students notice on the pictures. This activity is the second pre-reading activity used.

After giving them pictures, fourthly the teacher asks one students to come forward in front of the class to read the text. It is purposed to give a pause for students while they also review the content of whole text. The teacher also corrects their pronunciation. The wrong pronunciation of words will be written on the whiteboard and the writer will give them the right one.

At the last, after pre-reading activity is completed; the writer let the students read individually. Then, the students answer reading comprehension test about recount text related to the text.

In this research, the writer used reading comprehension test which is compiled by the writer herself to find out the effectiveness of pre-reading activity. There are 20 multiple choices. For each test, it consists of 5 items for one meeting, for each

theme. The content material of pre-reading activity was taught based on the theme.

The data of the research was taken from instrument of the research that was reading comprehension test. The test was given to all the groups. The test was given at the first meeting as pre-test and the test was given in each of the treatment as the post-test score. The students were given the reading comprehension test and they were given 15 minutes to complete it.

Pre-test was carried out to give the information about the characteristics of these two groups. The result of pre-test gave meaning of checking whether the two groups were similar before being researched.

Afterwards, the class was given four treatments by giving pre-reading activities in teaching reading. The post-tests were held in each treatment, which is realized in reading comprehension test.

### III. THE RESULT AND DISCUSSION

#### The Result of Research

The interpretation of the data results among pre-test, the pos-test of cycle 1 and the post-test of cycle 2 as follows :

In the pre-test, the mean score of students on Reading comprehension test before CAR and applying Pre-Reading Activity in teaching Reading comprehension is 60.97. This mean score is viewed low because the minimal standard-mean score that the teacher declared is 75 (*seventy five* ). So, mean score 60.97 is assumed as the low score category.

Afterwards, to compare whether CAR succeed or not, it was done post-test that is carried out after implementing CAR for each cycle. The result of mean score in the post-test cycle 1 is 72.50. It can be said that the students' mean score from the pre-test to post-test improved. The improvement percentage is 18.91 %. However, from this percentage, the CAR has been failed. Because the criterion of the action success is 30%.

Furthermore, the mean score of post-test 2 is 82.71. It can be said that the students showed their best achievement. They proved the good improvement for each cycle. The percentage of mean score improvement between pre-test and posttest 2 is 35.65%. It was proven that the use of Pre-Reading Activity as the teaching media to improve the students' comprehension in reading was effective.

From that percentage, it can be concluded that the CAR is success because the percentage of students' mean score of post-test 2 could pass the criterion of CAR success, 30%. So, the cycle of CAR is stopped.

Through the analysis of data it has been known that the students' mean score of post-test 2 showed the higher improvement than the comparison of mean score in post-test 1, the percentage is **35.65%**. However, from this percentage, the CAR has been succeeded. Because the criterion of the action success is 30%. It means, "there is a significant improvement of the students' comprehension in reading after they are taught by using Pre-Reading Activity", so the hypothesis of this research is accepted.

### IV. THE CONCLUSSIONS AND SUGGESTION

#### The Conclusions

After following the statistical process in the research we may conclude :

1. Before applying Pre-Reading Activity in teaching, the students' comprehension in reading score can be categorized into the low category. It can be seen from the value of Reading comprehension mean score of pre test, that is 60.97.
2. After applying Pre-Reading Activity in cycle one and two, the students' comprehension in reading score can be categorized into the capable category. It can be seen from the students' mean score of post-test cycle one and two, they are : 72.50 and 82.71.

3. Using Pre-Reading Activity in teaching can improve the students' comprehension in reading to the eleventh grade students of SMA Negeri 3 Padangsidempuan in 2018-2019 academic year. It can be seen from the value of students mean score from 60.97 become 82.71.
4. The percentage of the eleventh grade students of SMA Negeri 3 Padangsidempuan in 2018-2019 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 90.28 %
5. There is a significant improvement of the students' comprehension in reading after they are taught by using Pre-Reading Activity to the eleventh grade students of SMA Negeri 3 Padangsidempuan in 2018-2019 academic year", it can be seen from the percentage of students' improvement of Reading comprehension test score between pre-test and post-test 2 is 35.65%.
6. The hypothesis of this research is accepted

### The Suggestions

After getting some conclusions, it is suggested in this below that :

1. For the head master, head master should facilitate the learning process to make the learning effective.
2. It is suggested to the teachers, they should teach English especially Reading comprehension with more varied techniques, and for those who would like to use Pre-Reading Activity as the medium of learning, the writer suggest that the teacher should choose an appropriate Pre-Reading Activity.
3. It is suggested to the students to master Reading comprehension well,

because its very important language aspect to be mastered by the students.

4. For the next researcher, it is hoped to make further writing research that concerns with this study.

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