

STATEMENT OF ORIGINALITY

I hereby certify that the research paper entitled “The Use of Pre-Reading Strategy in Teaching Reading Comprehension (A Case Study at the Ninth Grade of SMPN 1 Mancak)”, is completely my own work, except where due to references are made in the text and that contained no material which has been submitted for awards of any other Degree of Diploma in any university. I am fully aware that I have cited some statements and ideas from many sources, and all of citations are properly acknowledge. If any related to this paper persists in the future. I will be fully responsible for clarification.

Serang, October 15th, 2021

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ACKNOWLEDGEMENT

In the name of Allah, the Gracious and Merciful. Praise be to Allah, the Lord of the world. By his graces, assistances, and guidance throughout the process of the research, the writer has finally finished her study by this research paper. Peace and salutation be upon the Prophet Muhammad SAW, his relatives and his followers.

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ABSTRACT

Mila Silvia Febrianti. 171230132. 2021. “The Use of Pre-Reading Strategy in Teaching Reading Comprehension (A Case Study at the Ninth Grade of SMPN 1 Mancak, Serang District)”.

This study aimed to find out the kinds of pre-reading strategy used by the teacher and how to apply pre-reading strategy in teaching reading comprehension. The formulated problems of this study were: (1) What kinds of pre-reading strategies are used by the teacher? (2) How is a pre-reading strategy applied for teaching reading comprehension? This research was conducted through qualitative research. The type of research was specifically a case study. The participants of this study were thirty-three (33) students and one (1) English teacher at the Ninth-Grade students of SMPN 1 Mancak. Observations and interviews were used to collect the data. The findings of the study indicated the teachers apply several kinds of pre-reading strategies, such as brainstorming, pre-teaching vocabulary, pre-questioning, and previews. There are some students who have barriers in reading comprehension due to lack of vocabulary. So, the teacher applied pre-teaching vocabulary to increase the students' vocabulary. Besides, there are those who have trouble applying the kind of pre-reading strategy known as pre-questioning. Pre-questioning seems to be the most difficult to apply in Junior High School student. On the other hand, other kinds can assist students in determining a topic sentence of the text.

Keywords: *Pre-Reading Strategy, Teaching Reading Comprehension*

THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of
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“The Use of Pre-Reading Strategy in Teaching Reading Comprehension (A Case
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THE USE OF PRE-READING STRATEGY IN TEACHING READING

COMPREHESION

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DEDICATION

This research paper is dedicated to:

The writer's beloved parents as her first respected teachers, Sukinan, S.Pd., and Afifah. So, her brother (Yogi Alamsyah), her sisters (Viana Rosa Lestari, Talita Nadhif Aqilah), and her big family who never stop giving their prayers and supports with love and sincerity. Last but not least, for all members of TBI D 2017 and all the writer's close friends.

MOTTO

The essence of knowledge is to know what obedience and worship are.

- Imam Al-Ghazali

A BRIEF BIOGRAPHY

The writer, Mila Silvia Febrianti, was born in Serang, on February 9th, 1999. She is the first child out of four family of Sukinan, S.Pd., and Afifah. She finished her elementary school at SDN Mancak 1 in 2011, whereas her junior and senior high school were respectively finished at Al-Hasyimiyah Islamic Boarding School, Ciwandan, Cilegon, Banten in 2014 and 2017. So, in 2017 she continued her study in English Education Department, Faculty of Education and Teacher Training, the State Islamic University of Sultan Maulana Hasanuddin, Banten. Hopefully, she will graduate in 2021.

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