

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

There are several skills that English teachers should consider to be effective in teaching English, especially in teaching reading. Reading will help students learn new ideas, solve problems, and extend their critical thinking skills, which are needed for self-signing in word processing. Since the main aim of reading is to learn the thoughts conveyed in printed text, the message that will be worn in written form is the most significant aspect that must be understood by the student in the comprehension of reading. The challenge is finding out how to make them understand.

In a reading classroom, the teacher is responsible for creating directions that enable students to enjoy the process of learning from the text Vacca and Vacca claimed. From the beginning of the reading period, teachers must assist students in getting along with the text. Before students begin reading, teachers can prepare them. “Pre-reading activities are especially meaningful because they help students prepare to read a text”.<sup>1</sup>

Colorado has stated “Pre-reading activities will pique a student’s interest, trigger prior information, or pre-teach potentially challenging the ideas and vocabulary”. It means that pre-reading activities will pique a student's

---

<sup>1</sup> Armbuster, B. B., & Osborn, J. H., *Reading Instuction and Assessment* (Boston: A Pearson Education Company, 2002), 85.

interest, evoke previous knowledge, or train them for potentially difficult concepts and vocabulary.<sup>2</sup>

Students are better prepared for comprehension with a pre-reading strategy that familiarizes them with the subject, vocabulary, and structures that they may encounter in the text. It can also help students improve their reading comprehension by preparing them to read the text. Reading comprehension among students is still poor, as we all know. Students participate in pre-reading strategies to help them learn vocabulary and improve their reading comprehension. Students sometimes have trouble identifying the main concept of a reading and answering questions from the text. According to Wijaya, pre-reading is essential for triggering and building prior knowledge, and some pre-reading activities are constructed to help students understand what they are reading.<sup>3</sup> Pre-reading activities may be done to help students appreciate the quality of the reading provided by the teacher.

Students should be able to recognize the social function, general structure, and linguistic elements of short or simplified texts in genres such as recount, narrative, descriptive, factual report, and procedure text. These fundamental skills are aimed to students in junior high school. Since they begin formally learning English in junior high school, students need to be more concerned. The actual happenings in reading instruction are asking them

---

<sup>2</sup> Colorado, C., "Pre-reading activities for ELLs", *Fordham University*, June, 30 2014, [http://www.fordham.edu/images/academics/education/rbern/5282013\\_ellactivities.pdf](http://www.fordham.edu/images/academics/education/rbern/5282013_ellactivities.pdf).

<sup>3</sup> M. Sayid Wijaya, "Pre-Reading Activities for Muslim and Non-Muslim Students", *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 9, No. 1, (2016), 133.

directly to read the texts in a given time and then testing their comprehension by asking questions. Instead of improving reading comprehension, it will cause boredom among the students. As a result, providing students with tasks that activate their existing knowledge will make it easier for them to enter into the reading process.

However, according Richard and Schmidt, a strategy is a method for studying, thought, and other activities that help people achieve their objectives. Meanwhile, a language learner's learning strategy can be described as a conscious or unconscious process that they use to learn and use the language.<sup>4</sup>

In the SMPN 1 Mancak, a variety of pre-reading strategies are used. Before giving the students the reading materials, the teacher begins the reading class with a variety of pre-reading activities. In order to determine the amount of pre-reading activities used by the teacher, the researcher aims to perform a study to determine the kinds of pre-reading activities used by the teacher. Furthermore, students may hold varying opinions about whether or not they are successful in assisting them in achieving their reading comprehension goals.

Based on the issues described above, the researcher is curious about teachers' strategies for teaching reading comprehension which is pre-reading activities. The teacher's and students' experiences of using pre-reading strategies are being investigated by a researcher. A researcher seeks to figure

---

<sup>4</sup> Maysaa Rasheed, *The Effect of using Scaffolding Strategies on EFL Students' Reading Comprehension Achievement* (Baghdad: University of Baghdad/College of Education Woman, 2015), 95.

out what the kinds of pre-reading strategies are used. As a result, the researcher will discuss the teacher's teaching technique for using pre-reading strategy in teaching reading comprehension, dubbed "The Use of Pre-Reading Strategy in Teaching Reading Comprehension."

## **B. Identification of the Problem**

Based on the background above, the researcher can identify the problem as follows:

1. Some students lack of vocabularies in reading comprehension
2. Some students can't figure out what the topic sentence is.

## **C. Focus of the Study**

Based on the research problem above, this research mainly focuses on the English teacher's strategies in using pre-reading strategy in teaching reading comprehension. Therefore, to conduct this research, the study focuses on what the kinds of pre-reading strategies used by the teacher and how the teachers applied pre-reading strategies as a strategy in teaching reading comprehension in narrative text.

## **D. Statements of the Problem**

The researcher classified the following concerns as follows based on the explanation of the study's background:

1. What kinds of pre-reading strategies are used by the teacher?
2. How is a pre-reading strategy applied for teaching reading comprehension?

### **E. The Objectives of the Study**

Based on the research problems above, the objectives of the research are as follows:

1. To know the kinds of pre-reading strategies that used by the teacher in teaching reading comprehension at the Ninth Grade of SMPN 1 Mancak.
2. To know the pre-reading strategies applied for reading comprehension at the Ninth Grade of SMPN 1 Mancak.

### **F. The Significance of the Study**

This research gives some useful information about the use of pre-reading strategies in teaching reading comprehension; the significances of the study are the following:

#### **a. Significance for Student**

The student can use this research to find out that pre-reading strategies can be used to more easily understand the content of the reading passage.

#### **b. Significance of Teacher**

Hopefully, this research can be best strategies in teaching reading comprehension through pre-reading activities and so that students think more critically.

#### **c. Significance for Next Researcher**

This research can give the following researchers information and knowledge about the use of pre-reading strategy in teaching reading comprehension.

## G. Previous Study

In this study, the researcher uses two previous studies as a consideration in doing this paper. Those earlier studies are:

1. The Effect of Pre-Reading Activities on Reading Comprehension at The Eight Grade of Islamic Junior High School Brembang Muaro Jambi <sup>5</sup>

This study was research by Jamilah 2018 student majoring in English Education Program at Sultan Thaha Saifuddin Jambi. The method used in this study is quasi experiment. The subject of this research is the Eight grade student academic years of 2017/2018 and the total number is 50 students. Participants are divided into groups in a quasi-experiment, but not at random. The choice of this method as a class in the object does not allow you to control all of the variables associated with it. This study was conducted in two groups: an experimental group and a control group that was not chosen at random. The aim of this study was to see how using pre-reading activities through pictures media affected students' learning outcomes and reading comprehension at Islamic junior high school Brembang.

---

<sup>5</sup> Jamilah, *The Effect of Pre-Reading Activities on Reading Comprehension at the Eight Grade of Islamic Junior High School Brembang Muaro Jambi* (Jambi: Skripsi Sultan Thaha Saifuddin, 2018), 5.

## 2. Pre-reading strategies on Reading comprehension of EFL Students<sup>6</sup>

This study was research by Malikhatul Lailiyah, Prilla Lukis Wediyantoro, Karlina Karadila Yustisi 2019. The method used in this research is a quasi-experimental design. This study made use of two different instruments. Reading comprehension tests in the form of a pre- and post-test were used as the instruments. The participants in this study were 46 sophomore EFL students who were randomly assigned to one of two classes: A (experimental class) or B (control group). The data was analyzed using an independent t-test. The research focuses on three pre-reading strategies, namely: pre-teaching new vocabularies, pictorial context, and pre-reading questioning. The results showed that students who were exposed to pre-reading strategies had much higher reading achievement than those who did not get any treatment.

## 3. The Effect of Pre-Reading Activities on The Reading Comprehension Performance of Ilami High School Students<sup>7</sup>

The study was conducted in one of the public schools of Ilam. The data was analyzed statistically to identify means, standard deviation, and t-value. It was found that after implementation of the 2 pre-reading activities the subjects performed better in the post-test, at significant level. When compared the results of the 2 pre-reading activities, it was found that the

---

<sup>6</sup> Malikhatul Lailiyah, et al. "Pre-reading strategies on Reading comprehension of EFL Students", *Malang: English Journal of Merdeka*, Vol. 4, No. 2, (December, 2019), 82.

<sup>7</sup> Akbar Azizifar, et al. "The Effect of Pre-Reading Activities on The Reading Comprehension Performance of Ilami High School Students", *Elsevier*, (December, 2014), 189.

group receiving guessing meaning from pre-reading questions performed better than their counterpart who experienced vocabulary definitions. It was also found that both groups were satisfied with the activity they experienced.

#### 4. The Implementation of Pre-Reading Strategy in Improving Students' Reading Comprehension Score

This study was researched by Ina Indra Rustika 2018 student majoring in English Literature at University of Malang. A preliminary study conducted in SMAN 1 Singosari at IPA-C/17 revealed that students struggled to understand passages due to a lack of vocabulary and background information. Despite the teacher's best efforts to enhance students' reading comprehension, they often struggled to understand a text better. As a result, the aim of this study was to use the pre-reading strategy to help tenth graders in SMAN 1 Singosari improve their reading comprehension. This study is used Classroom Action Research (CAR). The data was provided using a variety of tools, including an observation sheet, a participation checklist, field notes, a questionnaire, and a test. This study was divided into four stages: preparing, acting, observing, and reflecting. Finally, the use of a pre-reading technique has been shown to enhance the reading comprehension of tenth grade students at SMAN 1 Singosari.

The distinguishes between the previous studies above and the research to be carried out is in the first previous study is to see how using



pre-reading activities through pictures media affected students' learning outcomes and reading comprehension, the second previous is to see the difference in reading comprehension performance between the two groups revealed a high potential that students who received pre-reading strategies before reading the text were more successful in comprehension than those who did not, the third previous is to find the significance of applying pre-reading activities in teaching reading comprehension, the fourth previous is to see how the implementation of using pre-reading activities to develop the reading comprehension While the research that will be carried out will focus on what the kinds of pre-reading strategies are used by the teacher and how to apply pre-reading strategies to ninth grade students.