# CHAPTER IV

# FINDING AND DISCUSSION

## A. Data Description

The data gathered during the field study will be defined in this chapter by the researcher. Observation and interviews were used to collect the data for this investigation. The researcher conducted the research or data collection: 1) Interview with the teacher was conducted on Monday, August 23, 2021. 2) Observation and interview with the students conducted on Monday, August 30–31, 2021. The participants in this study were 33 of Ninth Grade student and a teacher of English classes was the subjects of this study. However, during the pandemic, the learning process is divided into two groups and conducted offline.

The research was carried out in order to respond to the following problem statement: 1.) What kinds of pre-reading strategies are used by the teacher? 2.) How is a pre-reading strategy applied for teaching reading comprehension? To answer the questions, the researcher obtained data from observation and interviews with a teacher English class. Also, the researcher obtained data from the interview with several students of the ninth grade of SMPN 1 Mancak, Serang district.

## B. Research Finding

In this section, the researcher summarizes the findings of the research questions. The data analysis mechanism was previously discussed in Chapter III, and the findings are as follows:

a) Observation findings

In grade 9E of SMPN 1 Mancak, observations were conducted twice. Based on the findings of the first observation, the teacher uses two kinds of pre-reading in teaching reading comprehension. The kinds of pre-reading strategies used are brainstorming and pre-questioning. In applying this pre-reading strategy, not all students fully understand.

**Table 4.1 Observation sheet 1**

| No | Activity | Indicator | Option | | Description |
|---|---|---|---|---|---|
| | | | Yes | No | |
| 1. | The kinds of pre-reading strategies used by the teacher (According to Hedge) | a) Students must mention term and ideas that have connections with the teacher's keyword | ✓ | | |

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| | | (Brainstorming). | | | |
| | | b) Student deal with foreign words or phrases that can obstruct their understanding, then look up the meanings in the dictionary (Pre-teaching vocabulary). | | ✓ | |
| | | c) The teacher will ask student to come up with their own questions about the reading text (Pre-questioning) | ✓ | | |
| | | d) Giving the | | | |

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| | | pictures, images, or other types of media to trigger students' prior knowledge (Visual aid) | | ✓ | |
| | | e) Use a popular books, pamphlets, or magazines to develop students' perspectives (Conceptual related reading). | | ✓ | |
| | | f) The teacher should make a series of short statements and ask one or more | | ✓ | |

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| | | questions, creating a link between a common subject and the story's theme (Preview) | | | |
| 2. | The other kinds of pre-reading strategy | | | | |
| 3. | Student's Responses | • The students understand learning process<br>• The students have trouble or problems in understanding the material | ✓<br>✓ | | |

According to the researcher's observations from the table 4.1, the teacher gives the keywords of a topic that will be discussed in the learning process. This is called brainstorming. After that, the teacher asked the

students to open the textbook, then they were given 15-20 minutes to understand the contents of the text. Then, students are also asked to pay attention to the title, picture (if any), and pay attention to the content of each paragraph. Besides that, the teacher asks students to make a group consisting of 2 people. Then, they make questions related to the material to be discussed. This kind is pre-questioning. However, based on observations, only 1-2 groups can make questions. Because, they have difficulty in making the questions.

Based on the findings of second observation, the teacher uses two kinds of pre-reading strategies also in teaching reading comprehension. The kinds of pre-reading strategies used are pre-teaching vocabulary and previews. In applying these kinds, students are able to comprehend the subject effectively. Students who did not have a large vocabulary at the start improved greatly their vocabulary.

**Table 4.2 Observation sheet 2**

| No | Activity | Indicator | Option | | Description |
|---|---|---|---|---|---|
| | | | Yes | No | |
| 1. | The kinds of pre-reading strategies used | a) Students must mention term and ideas that | | ✓ | |

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|---|---|---|---|---|---|
| | by the teacher (According to Hedge) | have connections with the teacher's keyword (Brainstorming). | | | |
| | | b) Student deal with foreign words or phrases that can obstruct their understanding, then look up the meanings in the dictionary (Pre-teaching vocabulary). | ✓ | | |
| | | c) The teacher will ask student to come up with their own | | ✓ | |

| | | | | | |
|---|---|---|---|---|---|
| | | questions about the reading text (Pre-questioning) | | | |
| | | d) Giving the pictures, images, or other types of media to trigger students' prior knowledge (Visual aid) | | ✓ | |
| | | e) Use a popular books, pamphlets, or magazines to develop students' perspectives (Conceptual related reading). | | ✓ | |

| | | | | | |
|---|---|---|---|---|---|
| | | f) The teacher should make a series of short statements and ask one or more questions, creating a link between a common subject and the story's theme (Preview) | ✓ | | |
| 2. | The other kinds of pre-reading strategy | | | | |
| 3. | Student's Responses | • The students understand learning process<br>• The students have trouble or problems in | ✓<br><br>✓ | | |

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| | | understanding the material | | | |

Based on the data in the table of 4.2, the teacher introduces the material by making a brief statement about the current situation, or called it as a preview. The teacher connects the current pandemic to the learning theme of "let's live a healthy life". The teacher then asked the students to read the material and look for difficult vocabulary or words that they didn't understand, which is known as pre-teaching vocabulary. Following that, the learning process went well. Even if there isn't always enough time, the teacher will assign homework to students related to the material they are discussing.

b) Interview findings

According on the findings of the researchers' interview, there are kinds of pre-reading strategy used by the teacher, namely: brainstorming, pre-teaching vocabulary, pre-questioning, and previews.

1) Interview with the teacher

The English teacher of SMPN 1 Mancak (Mr. Maimudin, S.Pd) said there are kinds of the pre-reading strategy used in reading comprehension and how it's apply in teaching reading comprehension.

**Table 4.3 Interview question**

Interview with teacher

| No | Question | Answer |
|---|---|---|
| 1 | What kind of pre-reading strategy do you apply? | Ada beberapa jenis yang saya terapkan dalam strategi pre-reading ini, diantaranya yaitu brainstorming, pre-teaching vocabulary, pre-questioning, and preview. In my opini, cara tersebut lebih efektif dan biasa digunakan. Namun, pembelajaran tatap muka di masa pandemic ini sekolah mengharuskan untuk membagi 2 kelompok setiap kelasnya, dan hanya berdurasi 30 menit setiap mata pelajarannya. Apabila waktu tidak mencukupi, biasanya dilanjut via whatsapp. |
| 2 | How do you apply this strategy? | First kind is brainstorming. Saya memberikan mereka seperti keyword which is related with our material. Setelah dari mereka ada yang bisa menjawab, saya minta mereka untuk membuka LKS atau buku paket mereka and asked to pay attention to the title, gambar kalo ada, then pay attention to the first and last paragraphs, untuk mengetahui mana topic sentences. Second, pre- |

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| | | teaching vocabulary, siswa diminta untuk membaca teks yang saya berikan, lalu mencari word atau phrase yang sulit ataupun yang belum dipahami, dan ini juga bisa menambah kosakata yang mereka miliki. Third, pre-questioning. Pada tipe ini, saya akan meminta siswa untuk membuat pertanyaan mereka sendiri tentang teks bacaan yang mereka baca, dan dilakukan secara berkelompok yang terdiri dari 2 siswa. Pre-questioning agak sulit digunakan untuk siswa SMP, saya pun jarang menggunakannya. The last one is preview. Here, saya biasanya menghubungkan materi yang akan dipelajari dengan keadaan sekitar. Misal, materi yang tadi saya ajarkan bertema 'let's live a healthy life', then I connect it with our condition now, yaitu pandemic covid 19. |
| 3 | In your opinion, which kind is easier to apply to ninth grader students of | Pre-teaching vocabulary the easier be applied in teaching reading comprehension. Karena kan kebanyakan dari siswa nya mereka kurang kosakata, jadi dengan pre-teaching vocabulary ini |

| | | |
|---|---|---|
| | Junior High School? | kosakata mereka bertambah. |
| 4 | Is there any problem in applying the pre-reading strategy? | Of course. Segala sesuatu tentu ada problemnya sendiri. Kosakata anak SMP sangat minim. Apalagi kan kita cukup lama melakukan online learning. Pada saat itu, online learning belum efektif dilakukan karna masih penyesuain. Dan juga masih banyak yang belum mampu untuk menemukan sebuah topic sentence dari suatu teks jadi ya itu dengan brainstorming terlebih dahulu atau previews tadi siswa ada yang sudah bisa menentukan topic sentence. Lalu dari jenis pre-readingnya sendiri yaa itu seperti yang saya katakan tadi, saat menggunakan pre-questioning. Tidak semua paham dengan maksud yang saya tujukan, meskipun saya in bahasa. Disini, saya tidak melakukan pembelajaran dengan full English. And then, we have to prepare as much as possible and direct it to students to be able to read well. |
| 5 | Is pre-reading one | Walaupun ada kendala dalam penggunaannya, |

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| | of the effective ways for improving reading comprehension? | tetapi pre-reading strategies bisa mengukur sejauh mana kelancaran mereka dalam membaca dan sejauh mana mereka bisa memahami atau menentukan topic sentence dari suatu cerita. Tentunya, dari pembendaharaan kosakata mereka pun semoga meningkat. But of course, this strategy is not the only one. |
| 6 | After applying pre-reading strategies, how does the student's ability to comprehend a reading text? | Setidaknya, dari beberapa siswa sudah bisa menentukan topic sentence dari suatu teks yang saya berikan. Dan tentu, itu salahsatu goals saya dari penerapan strategy ini. |
| 7 | What plans do you have in order to encourage students to read more? | I should encourage the students to read more frequently. Reading interest must be built in the hearts of students as a must, because without it, information would be impossible to gain. One method is to give reading assignments to students so that they become habituated to reading. |

From the table of 4.3 showed there are four kinds of pre-reading strategy used by the teacher and how be applied in teaching reading

comprehension. In each kind has a difference in its application. In applying pre-reading strategy, there are several barriers or problems in the learning process.

2) Interview with students

After analyzing a teacher's strategy in applying the kinds of pre-reading, the researcher conducted an interview with the ninth-grader of SMPN 1 Mancak. Some of the ninth-grade students who were interviewed, they are twelve students: Indri Cahya Ines, Anis Safuri, Ica Herawati, Adjie Bayu Nugraha, Niky Hastian, Ahmad Nurikhsan, Ahmad Ardi, Bayu Buana, Ega Putra Pertama, Azizul Hakim, Sulastri, and Lira Anggraini. From the sight of several students of class 9E, they said the teachers' applied the pre-reading strategy in reading comprehension.

**Table 4.4 Interview question 1**

| Question 1<br>Is the pre-reading strategy used by your teacher effective?<br>(Apakah pre-reading strategy yang digunakan oleh guru anda sudah efektif?) | |
|---|---|
| Student 1 | Cukup. Tapi kadang masih belum bisa paham sama isi teksnya. |
| Student 2 | Emm gimana ya, sejauh ini masih belum bisa bener- |

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| | bener menangkap materinya. |
| Student 3 | Lumayan, karna kita kan kadang disuruh untuk mencari kosakata yang sulit dulu lalu ada yang menulisnya dipapan tulis |
| Student 4 | Bingung. Masih belum bisa bahasa inggris. |
| Student 5 | Kadang-kadang. Saya lebih suka kalo misalnya kita disuruh cari vocab yang belum diketahui dulu, karna dari situ saya jadi tau artinya. Kalo ngga disuruh begitu males mau cari sendirinya hehe. |
| Student 6 | Cukup efektif. Jadi agak paham belajarnya. |
| Student 7 | Ga terlalu. Masih belum bisa paham sama maksud dari teks yang dikasih. |
| Student 8 | Kayaknya cukup. Karna saya sedikit bisa paham sama materinya. |
| Student 9 | Lumayan. Jadi gampang dipahami. |
| Student 10 | Belum. Saya belum paham sama materinya. |
| Student 11 | Gimana ya, saya masih ga bisa jawab kalo ditanya. |
| Student 12 | Cukup si, tapi lebih banyak ngga pahamnya kalo saya. Karna saya kurang suka juga bahasa inggris. |

From the first question, the researcher concluded that the students at least understand the pre-reading strategy itself and that pre-reading is effective enough to be applied in their learning process.

**Table 4.5 Interview question 2**

| Question 2<br>What do you know about the kinds of pre-reading?<br>(Apa yang anda ketahui tentang jenis pre-reading?) | |
|---|---|
| Student 1 | Mungkin itu yang menyuruh kita untuk baca teks nya dan cari kosakata yang belum tau |
| Student 2 | Pak maimudin ngasih penjelasan yang tentang pandemic saat ini, yang ternyata itu nyambung sama materi yang mau dibahas |
| Student 3 | Cari kosakata susah dulu, guru ngasih kata kunci dari materi yang mau dibahas. Itu teh yang Ica tangkap |
| Student 4 | Yang pak maimudin kayak ngasih kata kunci gitu buat jelasin materinya, terus yang cari kosakata susah itu |
| Student 5 | Pre-teaching vocabulary, yang menghubungkan materi yang mau dibahas dengan kondisi sekarang |
| Student 6 | Yang gurunya ngasih penjelasan nyambung sama kondisi saat ini, terus juga sama yang gurunya ngasih penjelasan lalu siswa diminta untuk menyampaikan apa |

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| | yang kita tangkap dari penjelasan bapaknya dan abis itu disuruh untuk baca teksnya dan mencari topic dari bacaan tersebut |
| Student 7 | Mencari kosakata yang sulit (pre-teaching vocab), nyebutin apa yang udah gurunya kasih sebagai kata kuncinya, sama yang kita disuruh buat pertanyaan dari materi yang mau dibahas |
| Student 8 | Yang brainstorming dulu itu, yang disuruh buat pertanyaan atau namanya pre-questioning ya, sama yang vocab itu |
| Student 9 | Brainstorming, dan yang cari kosakata asing |
| Student 10 | Yang itu cari kosakata sulit, ya tapi menurut saya sulit semua hehe |
| Student 11 | Preview, pre-questioning |
| Student 12 | Yang guru nyuruh kita baca lalu cari kosakata yang ngga tau artinya |

From the second question, the researcher found that the students know what the kinds of pre-reading strategy applied by the teacher. Although, half of them were unfamiliar of the names of the kinds.

**Table 4.6 Interview question 3**

| Question 3<br>From the pre-reading strategies that have been applied, which do you think is the easiest to absorb?<br>(Dari strategi pre-reading yang sudah diterapkan, mana yang menurut anda mudah diserap?) | |
|---|---|
| Student 1 | Yang cari kosakata nya dulu itu |
| Student 2 | Yang gurunya menghubungkan materi nya sama keadaan sekeliling kita (preview) |
| Student 3 | yang mencari kosa kata dulu |
| Student 4 | Apa itu namanya yang cari kosa kota yang susah, menurut saya itu cukup mudah diikuti |
| Student 5 | Itu ya teh namanya pre-teaching vocabulary yang disuruh cari kosakata yang belum dipahami |
| Student 6 | Yang ngasih penjelasan nyambung sama keadaan sekeliling kita itu the |
| Student 7 | Yang pre-teaching vocab |
| Student 8 | Yang brainstorming memudahkan kita buat cari topic sentence nya |
| Student 9 | Hmm brainstorming teh, jadi sekalian asah otak kita |
| Student 10 | Yang diminta buat cari kosakata nya dulu |

| | |
|---|---|
| Student 11 | Yang preview, cukup mudah dipahami |
| Student 12 | Mencari kosakata yang belum kita tahu |

From the third question, the researcher took conclusion that the students understand the material if the teacher uses the strategies by pre-teaching vocabulary, brainstorming and previews.

**Table 4.7 Interview question 4**

| Question 4<br>How does your teacher apply this strategy?<br>(Bagaimana Guru anda dalam menerapkan strategi tersebut?) | |
|---|---|
| Student 1 | Hmm menyuruh kita untuk baca teks yang mau dibahas |
| Student 2 | Menyuruh siswanya membaca teks yang akan dipelajari, kalo ngga yaa itu menghubungkan materi dengan keadan keadaan sekitar |
| Student 3 | Menyuruh murid untuk memahami dan membaca teks, lalu cari kosakata yang sulit. |
| Student 4 | Guru menyuruh para siswa untuk membaca dan mengetahui cara membaca bahasa inggris dengan benar |
| Student 5 | Meminta siswa untuk memahami materi dan mencari kosakata yang belum kita tahu artinya |
| Student 6 | Menyuruh siswa untuk membaca materi yang mau |

| | |
|---|---|
| | dipelajari dan kadang nyambungin materi yang mau dibahas sama sekeliling kita |
| Student 7 | Kita diminta buat baca dan pahami teks bacaan yang ada dalam buku paket |
| Student 8 | Kadang guru minta kita untuk cari kosakata yang kita ga tahu artinya |
| Student 9 | Diminta untuk memahami teksnya dan mencari kosakata mana yang belum kita tahu, memberikan kata kunci yang berhubungan sama materi yang mau dibahas |
| Student 10 | Masih belum bisa menangkap materi, karna bagi saya b.inggris itu sulit |
| Student 11 | Diminta untuk buat pertanyaan yang berhubungan sama materi yang mau kita bahas, atau guru nya menghubungkan materi yang mau dibahas dengan sekeliling kita |
| Student 12 | Penerapannya sudah bagus, mungkin sayanya aja yang kurang bisa memahami |

From the fourth question, the researcher found that the teacher applies a pre-reading strategy by asking the students to read the text first in order to identify foreign vocabularies. Also, the teacher should connect the

topic with our surroundings, or give the students the keyword which is related with the material will be discussed.

**Table 4.8 Interview question 5**

| Question 5<br>Do you have problem in your reading comprehension?<br>(Apakah anda memiliki kendala dalam pemahaman membaca anda?) | |
|---|---|
| Student 1 | Ya, karna saya ga menguasai banyak kosa kata |
| Student 2 | Iya, soalnya saya kurang nangkep penjelasan bapaknya |
| Student 3 | Iya, belum bisa jawab pertanyaan dengan benar kalo dikasih soal, dan lagi kita ga punya banyak kosakata |
| Student 4 | Iya, karna masih ngerasa asing sama b.inggris, karna bukan bahasa kita kan |
| Student 5 | Ya, masih mengartikan kata per kata teks nya |
| Student 6 | Iya, saya juga masih belum bisa bedain mana verb dan noun |
| Student 7 | Iya, saya masih ga bisa jawab kalo guru nya ngasih pertanyaan yang ternyata berhubungan sama materi yang mau dipelajari, sama belum bisa nentuin topic dari suatu teks |
| Student 8 | Ya, kurang menguasai banyak kosakata |
| Student 9 | Agak, mungkin karna ga punya banyak kosa kata dan |

| | |
|---|---|
| | belum tau yang tentang tenses itu |
| Student 10 | Iya, kadang jelasinnya juga terlalu cepat |
| Student 11 | Iya, kurang paham sama penjelasan guru, dan juga belum bisa nentuin topic sentence |
| Student 12 | Iya, soalnya saya kurang suka juga bahasa inggris |

From the fifth question, the researcher concluded students of class 9E had problems in reading comprehension, because they did not master the vocabulary very well, and they also had barriers when the teacher used the pre-questioning kind of pre-reading.

**Table 4.9 Interview question 6**

| Question 6<br>What the results do you get in the use of this strategy?<br>(Apa hasil yang anda peroleh dalam penggunaan strategy tersebut?) | |
|---|---|
| Student 1 | Kosakata mungkin jadi bertambah |
| Student 2 | Jadi paham sama maksud yang dikasih sama guru |
| Student 3 | Bertambahnya kosa kata |
| Student 4 | kosakata yang tadinya ga tahu jadi tahu |
| Student 5 | Penambahan kosakata |
| Student 6 | Jadi tau mana topic sentence |
| Student 7 | Jadi nyambung sama materi yang mau dipelajari |

| | |
|---|---|
| Student 8 | Bisa nentuin topic dari teks yang dibaca |
| Student 9 | Paham sama makud dan tujuan dari pembelajarannya |
| Student 10 | Kosakata saya jadi bertambah |
| Student 11 | Jadi tahu apa yang guru maksud |
| Student 12 | Kosakata jadi nambah |

From the sixth question, the researcher found most of all said if they have a new vocabulary, and they can determine the topic sentence of the text.

**Table 4.10 Interview question 7**

| Question 7<br>Does this strategy affect your reading skill?<br>(Apakah strategy ini mempengaruhi kemampuan membaca anda?) | |
|---|---|
| Student 1 | Lumayan, walaupun cara baca nya masih salah |
| Student 2 | Sedikitlah, se ngganya saya bisa paham sama maksud yang ada di teks |
| Student 3 | Cukup ngaruh |
| Student 4 | Ya begitulah, ngaruh ngga ngaruh |
| Student 5 | Lumayan ngaruh, agak paham si kalo dikasih teks |
| Student 6 | Ngaruh karna sedikit paham sih |
| Student 7 | Kadang ngaruh |

| | |
|---|---|
| Student 8 | Lumayan, sedikit bisa paham |
| Student 9 | Ngaruh lumayan |
| Student 10 | Gimana ya, saya masih ga paham sih sama b.inggris |
| Student 11 | Lumayan berpengaruh |
| Student 12 | Ngaruh ngga ngaruh |

From seventh question, they felt the pre-reading strategy has an effect on their reading comprehension. At least, they understand the topic sentence they discussed.

## C. Discussion

After analyzing the data from observation and interview, the researcher will discuss the findings of the use of pre-reading strategies in teaching reading comprehension. Based on the research findings, the researcher explains that there are some kinds of pre-reading strategies used by the teacher, such as brainstorming, pre-teaching vocabulary, pre-questioning, and previews. From the kinds of pre-reading strategies that have been mentioned, the strategies applied by the teacher are quite effective in their learning process. The detail information of the main findings as follow:

1. The kinds of pre-reading strategies used by the teacher

Based on the data observations there are four kinds of pre-reading strategy applied by the teacher. In first observation, brainstorming and pre-questioning were applied by the teacher. While the second observation, the

teacher applied pre-teaching vocabulary and previews. From the sight of researcher based on the observation, pre-questioning seems like difficult to apply in Junior High School student. Because the students did not mastery the vocabulary very well. Meanwhile, from the interview with the teacher, pre-teaching vocabulary the easier be applied in teaching reading comprehension. As a result, their vocabulary will increase.

Based on the students' answer through interviews, pre-teaching vocabulary, pre-questioning, and previewing are kinds of easily comprehended in pre-reading strategy. But pre-teaching vocabulary is the most chosen by students.

2. The pre-reading strategy applied in reading comprehension

   a. Brainstorming

      Based on the data in findings, this kind can be effective to use to see how well they understand the topic sentence of teacher's text. So, to know how students can think critically and how they read fluently or not.

      Based on data interview with the students, brainstorming is applied by giving the keywords to determine the theme of the material will be discussed.

   b. Pre-teaching vocabulary

      Based on the data was presented, this kind used to know how extensive their vocabulary is. In addition, they can increase their

vocabulary by making a list of the difficult words or highlight the challenges words, phrase on reading the text.

c. Pre-questioning

Based on the data was described, pre-questioning applied by creating a question. Before it, the teacher asks to the students for making a group. Each group consists of two students. Although this kind was applied by grouping, this kind is seldom used. There are still many students who cannot make their own questions. Not all students like English. So, it's a bit difficult to use those kinds of pre-reading strategy.

d. Previews

Based on the data observation and interview with the teacher, this kind was applied in a meeting by theme "Let's live a healthy life". The teacher connects the subject to recent issues, such as the pandemic covid-19. In applying pre-reading strategy by preview need more effort. Because there must be someone who looks confused not understand what is being said.

Based on the data interview to the students, they have some barriers in reading comprehension. It's because they don't have a large vocabulary. So, many students cannot determine the topic sentence is. As a result of using the pre-reading strategy, many students will enhance their reading comprehension. Students will be able to think critically enough to identify

the topic sentence of a given text when the teacher applies the kinds of brainstorming, pre-questioning, and previews. While with pre-teaching vocabulary to enhance students' vocabulary.

Based on the research found by the researcher, the students have problem with one of the kinds of pre-reading strategies; it’s pre-questioning. Because with the pre-questioning, students are asked to make questions based on the given text. Another difficulty that the teacher experiences is he is unable to teach in full English. Because, junior high school students are still unable to communicate effectively in English.

Although there were some barriers with one of the pre-reading strategies applied, their reading comprehension is improving. The teacher makes great effort to make sure the students understand what is being taught.