

After the teacher greeted and checked the students' attendance list, he directly chose suitable material for the students. The title which was given to the students in the first meeting was "Going to a movie". It was kinds of recount text. Before teacher gave the text, he used one of pre-reading activities, namely pre-questioning.

At the first time, the teacher asked some questions related to the topic. It was intended to stimulate the background knowledge of students. The students can focus and find information from the question. Some examples of questions were:

- Have you ever gone to the theatre?
- Do you like a movie?
- With whom you were watch movie/go to the theatre?
- What movie do you like? Why?
- How many times do you usually go to watching movie in the theatre?
- Can you tell your experience when you gone to the theatre?

At this point, the students were so enthusiastic when the teacher asked some questions. They directly answered the questions one by one. Sometimes the teacher pointed out one of students to answer his question. It showed that they liked the topic and had high motivation and interest in the text.

After the teacher saw the students ready to the text and gave them stimulation with questions, 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. He called some students to read the text loudly and gave correction if there were mistakes in pronunciation.

While the students were discussing and reading on the topic, the English teacher monitored the students. He also gave some clues, which would help them formulate their ideas. The English teacher also explained the difficult words related with the text. During teaching learning of reading, the teacher gave spirit to the students when they found some difficulties.

To convince that the students understood the material, teacher explained the material more and tried to translate the text with the students. He gave an opportunity to students to ask something that they didn't understand about the text or material. Sometimes, the teacher found that the students didn't pay attention to his explanation. But teacher instructed them by giving a question or asked them to translate the text.

After the activity, the teacher asked all students to do the task related with the topic. The teacher gave them time to do the task and monitored the students to prevent them from cheating with their friends. When students did the task, there were some students still asking about difficult words which they found. The teacher tried to solve this problem by asking the students to

bring a dictionary in the next meeting in order to minimize the difficulties in their vocabulary or they could ask their friend about the difficult word.

Before closing the class, the teacher gave reviewed material and gave feed-back to the students. It was done by the teacher to make the students remember the material. Furthermore, the teacher also gave motivation in order the students has spirit to find information besides the book which had relationship with the content of the material. He gave more attention in motivating the students so that they became more active in the next meeting.

The second meeting was held on Tuesday, May 24th 2011, the teacher used prediction. It was started at 11.40. The environment of the class was bad because English is the last lesson on that day. As usual, the teacher greeted the students and checked the attendance list. The teacher selected suitable material for their students. The material in the second meeting had been selected and prepared before. The title given to the students in the second meeting was "Snow White". The main objective of this story was to enable students to understand or comprehend the text.

Before going to the text, the teacher implemented another pre-reading activity that was prediction. The text was given to the students was narrative text. The teacher selected the topic that has been familiar with the students. In this activity, the teacher asked students to predict what they knew about the snow white. While students mentioned what they knew, the teacher wrote their answers on the board to make them understand more. This activity could

After that, the teacher asked the students to translate the text. It was done to check their understanding to the material. However, before it was done, the teacher gave them a chance to ask some difficult words. Then, the teacher explained the unfamiliar or difficult word to help students understand and comprehend the text well.

After the teacher explained and discussed the material with the students, he asked their students to answer the questions related to the story in the paper. It was done by the teacher to know and check students' understanding about the material which had been read.

Before closing the lesson, teacher didn't forget to give the students feed-back and also motivation to make them more spirit and active to the next meeting. The teacher also gave opportunity for their students to ask something that make confused or related to the task that they didn't understand.

The third meeting was held on May, 26th 2011 the teacher used pre-reading vocabulary technique. First, the teacher began the lesson by greeting students and, as usual, checking the attendance list. He told students that the topic at that time was "The Rats and The elephants". The teacher began by asking some questions about the rats and the elephants. The teacher would give some difficulties word related to the text.

The teacher wrote the difficult or unfamiliar words on the whiteboard. Then, he asked students to answer or to translate the vocabulary in Indonesian by opening dictionary. Many students raised their hand and answered it. They

discuss the topic. The topic was also appropriate with the students' interest namely "Movie". It made them excited to read the text because the teacher also guided them with the questions before text given to the students. It was proven by the result of achievement in this meeting. The mean score of students above was the indicator of achievement and it was said that this technique is successful.

At the second meeting, the teacher implemented prediction as one of the pre-reading activities. The students' responses were more enthusiastic than previous the meeting. The teacher could let the students predict what they know about the topic. The topic was about "Snow White". This story was familiar and the students like the story. When teacher gave the text, they had been familiar with the story and didn't found the difficulties in comprehending the text. Because they already know about the story of Snow White, they were asked to predict and have readiness to read the text. It can be seen from the score of students after do the task. Their mean score was better than the first meeting. It showed that the achievement of students increase than it was before.

In the last meeting, the teacher also used the other of pre-reading activities. He implemented vocabulary technique. Teacher prepared and showed the difficult words in the text. At this meeting, students got more motivated because they were happy their teacher helped them to understand the unfamiliar words. Sometimes the students participated to answer the

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|----|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| 11 | INTAN SEPTIA RAKHMADIAN | 75 | 80 | 95 | 90 | 85 |
| 12 | RIZAL RAHMAT FAJRIAWAN | 70 | 75 | 70 | - | 75 |
| 13 | WANDA NIDHA ZULMI | 70 | 75 | 95 | 100 | 80 |
| 14 | ABDUL AZIZ SAHARULLAH | 80 | 90 | 85 | 80 | 85 |
| 15 | AYU NIKOLASARI D | 70 | 75 | - | 85 | 75 |
| 16 | HELMI MAHA PUTRA | 85 | 95 | 95 | 95 | 80 |
| 17 | MUHAMMAD ZHAFAR SUPRIYADI PUTRA | 70 | 75 | 70 | 85 | 80 |
| 18 | QATRUNNADA RAHMADANI | 70 | 70 | 100 | 90 | 80 |
| 19 | BELIA ASOKAWATI INCAHYANI | 70 | 95 | 85 | 85 | 80 |
| 20 | ELVINA CLARISSA | 75 | - | 100 | 90 | 85 |
| 21 | RIZKA ACRYLINA TAUFAN | 75 | 100 | 95 | - | 85 |
| 22 | RIZKI AMINULLAH | 80 | 80 | 80 | 100 | 80 |
| 23 | SHEILA AYU PRAMESTI PERMATASARI | 80 | 95 | 80 | 85 | 85 |
| 24 | YANUAR DIYAN RIZQI | 70 | 70 | 90 | 75 | 80 |
| 25 | AGISTA OLIVIA MAHARANI | 85 | 95 | 95 | 95 | 80 |
| 26 | AZHARI PUTRA BAHARI SETIYANTO | 70 | 65 | 85 | 90 | 85 |
| 27 | FIHRIZ KEMAL FURQON | 75 | 85 | 85 | 90 | 85 |
| 28 | MUHAMMAD ISA RAMADHAN | 80 | 90 | 80 | 80 | 80 |
| 29 | NADIA FARAHMITHA | 75 | 95 | 75 | 85 | 75 |
| 30 | ROSALINDA PUTRI BAKTI | 70 | 75 | 60 | 75 | 75 |
| 31 | SUCI RAHMAWATI DEWI RAMILI | 70 | 70 | 100 | 90 | 75 |
| 32 | VANIA LARAS PRATIWI | 75 | 95 | 75 | 85 | 80 |
| 33 | VICKY BRATA TIRAKANTO | 75 | 80 | 80 | 100 | 80 |
| | Total Score | 2460 | 2575 | 2790 | 2655 | 2690 |
| | Mean | 74 | 83 | 87 | 88 | 81 |

teacher dominated actively in the classroom. But, the students could participate in the teaching learning process. On the contrary, at the second meeting, the teacher showed the improvement in implementing the activities. The teacher also no more dominated the classroom. Therefore, the students were motivated to read the text. They were also more motivated to express their idea. At the third meeting, the students showed the improvement in the activity. They were very enthusiastic to be active in the reading class. The students also participated to help teacher mention the meaning of the words.-

The second matter is about the topic selection. The choice of topic is expected to be understandable, suit with the students' level, improve students' vocabulary, motivate students to learn and fit with the students' interest. However, it is not easy to choose the appropriate topic to support the teaching learning activity. At the first meeting, the topic was quite understandable and in line with the students' level of proficiency. The topic was interesting and also pleasing. At second meeting, the students did not face some problems about the topic. The topic was familiar with students and in line with students' interest. Therefore, the students were motivated to learn the text. At the third meeting, the topic was understandable. The material could make students enrichment their vocabulary. The result of questionnaire showed that the topic was relevant with students' interest and

easy to understand. Thus, it improved their vocabulary and motivated them to learn English.

The third matter is about the students' response on the implementation of pre-reading activities. Based on the result of questionnaire above, we could know that 79% (Good) of students like English lesson, and 73% (Good) like read English text. It showed the result was good. About the students' opinion of using pre-reading activities, 70% (Good) of students agree about the use of pre-reading activities and 85% (Very Good) of students' interest to the implementation of pre-reading activities. About the advantage of pre-reading activities, 76% (Good) of students more motivated in reading skill, 85% (Very Good) of students more understood the material when pre-reading activities was implemented, and 70% (Good) of students more active in reading skill using pre-reading activities. And 76% (Good) of students' reading skill better after the implementation of pre-reading activities. About the material, 64% (Good) of students said that the material was interesting, 79% (Good) of students admitted that the text given was easy to understand, and 85% (Very Good) of students argued that the text could help students in mastery vocabulary. The last is the students' opinion about the most effective of pre-reading activities. 91% (Very Good) of students agree that pre-reading activities is beneficial to increase reading skill, 79% (Good) of students agree that pre-questioning is better than prediction, 70% (Good) of students agree that is pre-teaching

vocabulary better than prediction, and 88% (Very Good) of students agree that pre-teaching vocabulary is better than pre-questioning. It could be concluded that based on the result of questionnaire the most effective of pre-reading activities is pre-teaching vocabulary. In conclusion, the discussion showed students' responses toward the implementation of pre-reading activities was good because the students admitted by themselves that this technique was useful for them.

The last matter is about the problems faced by the teacher in implementing pre-reading activities. There were some problems that the researcher found in that the students' had lack of vocabulary. Here, the teacher often helped them by translating the difficult word in the text of reading material into Indonesian. Sometimes they have some difficulties in comprehending the text. The other problem was the poor concentration of the students that could make them less attention to the teacher's explanation and some others disturb the concentration of students who paid attention to the teacher's explanation.

- 2) The discussion of the students' reading achievement after the implementation of pre-reading activities.

Based on the progress of students to understand text in each meeting, the researcher concluded that students' reading progress showed the improvement in every meeting. It was proven by the scores of their reading task.

