

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher analyzed the data that had been collected during the research. This chapter presents the result of the study based on the problems stated in Chapter I. It also deals with the analysis interpretation of the data which were obtained from documentation, observation, questionnaire, interview and tests. Then, the researcher discusses about the use of pre-reading activities, how this technique was applied, and the responses of the students in this technique descriptively.

Before the researcher explains the result of discussion, the researcher is going to describe the general description of SMP Muhammadiyah 5 Surabaya. The general description is described as follows:

A. General Description of the School

1. Profile of SMP Muhammadiyah 5 Surabaya.

SMP Muhammadiyah 5 is one of favorite Islamic Junior High Schools in Surabaya. This school was launched in 1971. It is located on Jl. Pucang Taman 1/2 Surabaya.

Initially, SMP Muhammadiyah 5 got "A" accreditation since 1981-2006. And in 2009 it launched pioneering of international standard school (*Rintisan Sekolah Berstandar Internasional*). Because of that, this school

always does comparative study with foreign schools. In the future, SMP Muhammadiyah 5 Surabaya will be an international standard school.

This school had regular and special class for RSBI. The special class for RSBI has certain subjects such as Mathematic, Science, English and ICT that are delivered fully in English.

SMP Muhammadiyah 5 Surabaya implements as follows:

- Each classes contains of 30 students. Begin in 2009, two classes of grade 7 were included RSBI class. The grade 8 and 9 contains of regular class.
- 2) For bilingual lesson, it uses national book titled "Way Point Plus" which are published by Erlangga. For regular class, school uses national book titled "Let's Talk" which are published by Erlangga. 76
- Completed with air conditioner (AC), LCD projector, VCD, DVD, notebook, and internet.
- 4) The overall number of students of SMP Muhammadiyah 5 Surabaya is 660 students, consists of 22 classes and each grade has 7 classes except for grade 9 that has 8 classes.
- 5) Not only the facilities are available to motivate students in learning English, but also supported by the qualification of English teachers.

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⁷⁶ Observation. On Tuesday, 24th of May 2011 at 11.30 am.

The English teachers of SMP Muhammadiyah 5 Surabaya and their qualifications can be seen on the table below:

TABLE II THE ENGLISH TEACHER

NO.	NAME	M/F	QUALIFICATION
1.	Purwati Restina S.Pd	F	UNESA SURABAYA
2.	Rahmad Fudholi S.Sa	M	STIBA MALANG
3.	Bettin Anggraeni S.Pd	F	UNESA SURABAYA
4.	Ika Arianti S.Pd	F	UNESA SURABAYA

2. Vision and missions of SMP Muhammadiyah 5 Surabaya.

- Vision of SMP Muhammadiyah 5 Surabaya
 "Superior in knowledge, technology, achievement, skill, and have an
- Missions of SMP Muhammadiyah 5 Surabaya

excellent morals."

- a. Developing human resources that are reliable and professional.
- b. Completing a good infrastructure and representative
- c. Carry out the development of syllabi, lesson plans, systems and local curriculum
- d. Implement effective active learning, creative, and fun both intra and extra-curricular
- e. Habituation conducting student who programmed effectively and efficiently
- f. Conducting training of outstanding students that are less / weak

- g. Conducting coaching cadre of people through Darul Arqom/ Baitul
 Arqom, Kultum, HW, LDK, HDI, and Tapak suci
- h. Implement appropriate student self-development coaching talents and interests.

3. Curriculum of School.

The curriculum adopted is a blend of the national curriculum based Education Unit Level Curriculum (KTSP) and based on science and technology with the understanding of IMTAQ. Competency-based curriculum and CTL (Contextual Teaching and Learning) to all levels of the class. Local contents are the characteristic of Muhammadiyah schools which are Arabic and Kemuhammadiyahan have been applied.

4. Special Program (Pioneering Of International Standard School or Rintisan Sekolah Bertaraf Internasional).

Pioneering of international standard school (RSBI) is a special class, who has high mind quality, extraordinary intelligence and good attitude. This class is different from regular classes. It was opened in 2009 when SMP Muhammadiyah 5 pioneered became international standard school.⁷⁷

The difference of pioneering of international standard school (RSBI) and regular classes was that this class used different books. All of subject is deliver fully in English. Also the text books were presented in English.

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⁷⁷ Documentation of school

Therefore, the students should learn each subject in English. Morcover, the students who enter this program are students who are from high class, because the cost of school is different from regular classes. It was done because the facility in this class is more complete to support the teaching learning process.

5. Facilities of Education.

- a. Plus Islamic Education system and full day school.
- b. 22 classrooms.
- c. AC in every classroom.
- d. TV, LCD and IT with internet connection.
- e. Language Laboratory
- f. Computer Laboratory.
- g. IPA Laboratory.
- h. Library.
- i. Multimedia Room
- j. Mushalla/Mosque
- k. Polyclinic and Doctor

6. Extracurricular.

In SMP Muhammadiyah 5 Surabaya, there are many kinds of extra curricular built to create develop students' potential.

- a. Basket Ball
- b. Vocal Group

- c. Pramuka and PMR
- d. Pencak Silat atau Tapak Suci
- e. Photography
- f. Group Band
- g. Badminton
- h. English Club
- i. Volley Ball
- j. Journalistic
- k. Robotic
- 1. Presenter
- m. Karya Ilmiah Remaja (scientific work of youth)

B. Research Finding on Teaching Reading Using Pre-reading Activities.

The finding of this research is analyzed based on the problems that are stated in the statement of the problems which includes the implementation of pre-reading activities in teaching reading and the types of pre-reading activities that is the most effective in teaching reading.

1. The Implementation of Pre-reading Activities in Teaching Reading

The researcher had observed in the SMP Muhammadiyah 5 surabaya. It was done in three meetings, on May 19th 2011, May 24th 2011 and May 26th 2011. During teaching learning process of pre-reading activities, the researcher observed the students' activity and the teacher's action. The researcher didn't take part in teaching learning process. The researcher

observed the students' activity during the application of pre-reading activities in the reading class. For each meeting, the teacher gave different text. Then the researcher described all the activities from the first meeting until last meeting.

Based on the interview with the English teacher, he preferred to use some of pre-reading activities as the way to teach reading in his class to improve students' interest and motivation. The English teacher used pre-reading activities because this activity is the easiest technique for students to able to understand the text.⁷⁸

a. The Process of the Implementation of Pre-reading Activities.

The first meeting was held on May 19th 2011. It was started at 09.50. The teacher used pre-questioning. The environment of the class was conducive enough because English was the lesson after break. Before starting the lesson, the teacher greeted the students. This was done to break the tension and create the warm atmosphere in the teaching learning activities. The teacher gave the motivation to his students usually in the opening the lesson. The teacher hoped that by doing this, his students had strong intention to know and need the material and have a positive thinking in reading activity. As we know that motivation is one of the factors which influences the successful of study.

⁷⁸ Interview with English teacher on Thursday, May 12, 2011, at 10.00 am.

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

make the students ready to face the text and activated schemata. Therefore, their knowledge could be explored. The students could be more active to deliver their ideas. It showed that prediction could motivate students to be more active in the classroom.

These some examples of their prediction about snow white story:

- There are prince and princess
- The dwarfs
- Live in the castle
- She has stepmother
- Finally, happy ending

Then, the teacher explained that there are several version of the snow white story. He then distributed the text about the snow white story and asked them to read the story. At first time, the teacher read the material loudly and asked the students to pay attention to the pronunciation of every word and also the intonation. When finished, the teacher pointed out one of the students to read one paragraph of the material while others listened to them because the teacher would point out another student to continue reading the material. In this case, the teacher pointed out the student randomly. By doing this, the teacher expected that every student would learn how to pronounce every word with the right intonation seriously. Therefore, when they were asked to read, they were able to read well. In general, the students could read the material well although some students still made some mistakes.

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 prereading 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.

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

were more alive and more active to participate in the reading class. It also helps other students who didn't know or didn't understand the words. It showed that vocabulary technique could motivate students in reading. If the students still didn't know the words, the teacher would help them to answer it and write on the white board.

After that, the teacher explained the unfamiliar or the difficult words that would possibly be found. By doing this, the teacher expected that they would not feel frustrated whenever they learn English. Moreover, the explanations of the meaning of those words enable them to do exercises. Based on the interview with the English teacher, vocabulary helped students to make them easier to understand the text. 79

Then, the teacher gave the text to the students and as usual he asked their students to read the text by appointed them randomly. And the teacher corrected their pronunciation. Also, he asked students to translate the text together. After the teacher discussed and explained the story, he gave opportunity to ask questions that make students confused. Here, only a few students asked questions because they would know some difficult words and it helped them to comprehend the text well.

At the end of meeting, the teacher didn't forget to give the students test to check and to know their understanding and their skill in reading after

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⁷⁹ Interview with Mr. Fudoli, Tuesday on May 31st, 2011 at 11,00 am.

implementing this technique. Moreover, it would make the students familiar to identify the text, prepare them to recognize some difficulties in reading text, and answer the questions in the task. The researcher wrote the process of teaching and learning reading by using pre-reading activities in observation checklist. (See on appendix).

b. Students' Responses to the Implementation of Pre-reading Activities.

Based on the implementation of pre-reading activities in teaching reading, the researcher wants to know the students' responses about the technique used by the teacher. To gain data of the students' responses, the researcher used questionnaire. The result of questionnaire is showed in the following table:

TABLE 111
Students' Responses about Learning English (Reading)

NICA			ANSWER OPTIONS				TOTAL	
NO.	VARIABLE	N	YES		NO			%
			F	%	F	%	N	76
1.	Students' interest to learn English especially reading skill	33	26	79%	7	21%	33	100%
2.	Students like reading English text.	33	24	73%	9	27%	33	100%

From the table above, it can be seen that almost all of the students answered that they were interested in learning English especially reading.

They were only 21% of students who answered that they were not interested in learning reading.

In addition to reading skill, it can be revealed that 73% students were interested in reading English text, and only 27% students didn't like to read English text.

Actually, the students' of eighth grade did not know and did not recognize about the kinds of pre-reading activities. But the teacher explained it after implementing these activities, therefore the students were interested in some of pre-reading activities. Basically, these activities were not new for them, because the teacher always did these activities in teaching learning process, however the students didn't realized and didn't know about the name of the technique which teacher used. It was supported by the students through questionnaire as showed below:

TABLE IV
Students' Interest about the Implementation of Pre-Reading Activities

			AN	SWER		IONS		TAL
NO.	VARIABLE	N	YES		NO		N	%
			F	%	F	%	170	
1.	Students' interest to the teacher's technique	33	18	55%	15	45%	33	100%
2.	Students' agree about the use of pre-reading in reading class	33	23	70%	10	30%	33	100%
3.	Students' interest in the implementation of pre-reading activities	33	28	85%	5	15%	33	100%

From the table above, students' interest to the teacher's technique were 55% and there were 45% uninterested in the teacher's technique that was applied in the classroom. Meanwhile, students who answered that they agreed that pre-reading was used in reading class were 70% and only 23% disagreed. Moreover, during the implementation of pre-reading activities, the majority of students were interested and only 15% answered that they were uninterested when the activities were implemented.

Based on interview with the English teacher, he said that the students were more interested in learning reading when the teacher implemented the pre-reading activities. He felt that their students could be motivated and be active in teaching learning process. 80 It is also supported by students through questionnaire as showed below:

TABLE V
Students' Opinion about the Advantage of Pre-Reading Activities in Teaching Reading

			AN	SWER	TOTAL			
NO.	VARIABLE	N	YES		NO		B. f	0,
			F	%	F	%	N	%
1.	Students became motivate in reading skill	33	25	76%	8	24%	33	100%
2.	Students become understood the material when prereading activities is implemented	33	28	85%	5	15%	33	100%

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⁸⁰ Interview with the English teacher, Tuesday on May 31, 2011

3.	Students more active in reading skill by using pre-reading activities	33	23	70%	10	30%	33	100%
4.	Teacher always motivate students to participate in reading class	33	20	61%	13	39%	33	100%

Based on the results of the students' questionnaire, it can be seen that only 24% students answered that they were not motivated when the teacher was implementing pre-reading activities whereas 76% said that they became more motivated in reading. Meanwhile, almost all of students said that they understood the material when pre-reading activities were implemented. It showed that the majority of students thought that the implementation of pre-reading activities gives advantages for them in learning reading. But the rest, 15% said that the implementation of pre-reading activities didn't make them understand the material.

The other advantage was to make students became more active in reading when implementing pre-reading activities. Moreover, 70% of students answered that they became more active in reading and 30% of students answered that they were not active in reading in this technique. In addition, students answered that their teacher always gave them motivation to participate in reading class were 61%. And the rest, 29% said no.

Based on the interview and observation, it showed that the teacher always stimulated their students to answer the question and to make them more active in every teaching learning process. Sometimes, the teacher gave an opportunity and let students explore their ideas and mention the word that they know related to the topic. It was done by teacher to see their understanding and their comprehension related to the material.⁸¹

2. The Students' Reading Achievement after the Implementation of Prereading Activities.

Based on the observation and the interview to the teacher result, he stated that the implementation of pre-reading activities in teaching reading could help his students increase their reading skill. He also argued that this technique is appropriate to use in teaching learning process because this activity could help students more motivated and enthusiastic in reading a text. This activity could make them ready to face the text and finally they could enjoy reading.⁸²

At the first meeting, students still had many difficulties in reading text. They passively participated the teaching learning process. Nevertheless, some students were active in answering the questions related to the topic given by the teacher. At that time, the teacher implemented pre-questioning activity. The students' responses enthusiastically enough and make them brave to

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Interview with the English teacher and observation, on Thursday, May 26, 2011, at 10.30 am.
 Interview with the English teacher and observation, Tuesday, on May 31, 2011, at 11.30 am.

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

meaning of words that teacher wrote on board. If they knew the meaning, they directly mentioned the meaning actively. After the teacher explained the words, he gave the text and discussed the text together. The researcher perceived that this technique was the most appropriate for students. It showed that the scoring of students is the highest after this technique implementing.

Based on the results of reading tasks at the first meeting up to the third meeting, it can be shown as follows:

> **TABLE VI** The Result of Students Score⁸³

		The score	The sco	re of pre-	reading	The score
NO	NAMA	before pre- reading	1 st Test	2 nd Test	3 rd Test	after pre- reading
1	ADINDA PUTRI DAMAYANTI	70	80	95	95	90
2	AAK RAMADHAN ASTANEGARA	80	90	90	75	85
3	ELSA VARLITA	70	85	90	95	85
4	ERRIZA ILHAM RAHMAWAN	70	70	90	95	80
5	TANTON SWASTIKA	70	75	85	85	80
6	ZAKIYAH SALIM	80	95	90	85	85
7	ARDINA DWITA ANDRIYANI	80	85	100	90	85
8	CATHLIN IVANA	75	80	95	-	85
9	ELWIN KRIPTA WIJAYA	70	-	85	100	80
10	HAMMADI FAUZI	80	90	95	85	85

⁸³1st Test was held on May 19, 2011 used pre-questioning, 2nd Test was held on 24 May, 2011 used prediction and 3nd Test was held on 26 May, 2011 used vocabulary.

⁸⁴The score before pre-reading taken from the documentation of English teacher (UH 1).

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⁸⁵ The score after pre-reading taken from the documentation of English teacher (UH 2).

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

Almost all of the students showed their good reading score after the pre-reading activities were implemented. The average score of reading was above the indicator of achievement which was 80. It was an excellent criteria above the minimum standard from school which was 70. It was proven that their reading achievement were very good above the minimum standard of average score and showed that score of students increased in each meeting by using pre-reading activities.

Based on the score result, the score before pre-reading activities implemented would increase after pre-reading activities was implemented. After implementing pre-reading, the score was very good because it was above the minimum standard from the school.

The researcher also wants to know the students' opinion about the improvement of their reading skill after the implementation of pre-reading activities. To collect the data of students' opinions, the researcher used questionnaire. The result of questionnaire is showed in the following table:

TABLE VII
Students' Opinion about the Improvement of Their Reading Skill after the Implementation of Pre-Reading Activities

			ANS	SWER	TOTAL			
NO.	VARIABLE	N	YES		NO		N.T	%
			F	%	F	%	N	
	Students' reading skill	33		76%	8	24%	22	100%
	became better after		25					
1.	the implementation of						33	
	pre-reading activities							

From the result of the questionnaire, it can be seen that 76% of students answered that their reading skill was better after the implementation of pre-reading activities. And 24% of students said that their reading skill was not better after the implementation of the technique. The students of this class had good intelligence but felt bored easily. Therefore, the material used by the teacher should be interesting. It is supported by students through questionnaire as shows below:

TABLE VIII
Students' Opinion about the Material

			AN	SWER	OPT	IONS	TO	FAL
NO.	VARIABLE	N	YES		NO		Ñ	%
			F	%	F	%	14	/0
1.	The material is interesting	33	21	64%	12	36%	33	100%
2.	The text was given is easy to understand	33	26	79%	7	21%	33	100%
3.	Students' find the difficult words in the text	33	30	91%	3	9%	33	100%
4.	The text can help students in mastery vocabulary	33	28	85%	5	15%	33	100%

From the table above, it can be seen that, 64% of students were very interested in the topics or material used in pre-reading activities. And 36% of the students said that they were not interested in the topics. Moreover, there were 79% of students said that the text given was easy to understand and only 21% of students said that the text was not easy to understand.

Based on the results of students' answers, it can be revealed that 91% students found the difficult words in the text and only 9% answered that they didn't find difficult words in the text given by the teacher. Meanwhile, the majority of students said that the text helped them master vocabulary, and it showed from 85% of students' answer. Only 15% of students answered that the text didn't help them to master vocabulary.

In the implementation of pre-reading activities in teaching reading, the teacher found some difficulties, they were:⁸⁶

1) Problem of students' vocabulary.

In reading material, there were some vocabularies that were still new and unfamiliar for the students. Therefore, the students got difficulty in comprehending the text. Some of them felt lazy to look up the meaning in the dictionary.

2) Problem on students' concentration.

The students had poor concentration when they read material, they had less attention and less concentration in what they read. Some of students made a noisy or trouble in the class, therefore they disturbed other students to give attention to the teacher.

⁸⁶ Interview with the English teacher on Tuesday, May 31, 2011 at 11.30 am.

3) Problem on material

The teacher got problem in selecting the material that was suitable with the students' level of difficulties. There was some of text that made the students' have less knowledge of the topic.

3. The Most Effective of Pre-reading Activities in Teaching Reading.

There were several pre-reading activities established in teaching reading at SMP Muhammadiyah 5 Surabaya. The teacher mostly argued that vocabulary was the most effective activity regarding to prequestioning, prediction and vocabulary.

a. Pre-questioning

In this activity, students found themselves comfortable to learn reading comprehension when they discussed the topic. They also enjoy the topic that was given by the teacher. The questions related to the topic could make them active and participative in the reading class. The interaction between teacher and students was good.

The teacher led students to readily face the text with the questions. Therefore, they would explore their background knowledge, and motivate to understand the text well. The teacher said that this activity was good. It cause could make students stimulate their think

and build their interest. It is activity which creates interactive learning in the class.⁸⁷

Based on result of students score, this activity could make the students increase their achievement in reading skill. It showed by the mean score that achieve above the standard of minimum.

b. Prediction

In this activity, students maintained to obtain improvement not only in reading skill, but also in speaking skill. They demanded to activate schemata and to share their ideas. Therefore, the students should mention the information that they know about the topic.

In this case, students were able to solve problem and did reading task easier by discussing and exchanging ideas. The topic was understandable and familiar with the level of students. It made students more enthusiastic and more interested in facing the text. It can be seen from the score of students. The mean score of students were better than before.

c. Pre-Reading Vocabulary

At the last meeting of pre-reading activity was used prereading vocabulary. As we know that vocabulary is a key to becoming a good reader. The more vocabulary students know the easier it will be

⁸⁷ Interview with Mr. Fudoli, Thursday, on may 12, 2011 at 10.00 am

for them to read and understand what they read. Students were controlled fully by the teacher. The teacher helped students to recognize the difficult words. The teacher then listed on the board all the information that related to the topic. Unfamiliar key words needed to be taught to students before reading so that new words, background information, and comprehension can improve together.

Then, the teacher gave the students opportunity to answer the meaning of the words. This activity could expand the students' knowledge about the vocabulary. Based on interview with the teacher, he argued that pre-reading vocabulary gave students ready to comprehend the text. When some students could mention the meaning of word, it would help the other students that have limited vocabulary. Therefore, the students who didn't know the meaning of certain words would understand and also comprehend the text by new vocabulary that they got from the other friends. 88

The teacher acknowledged that this activity is the most effective pre-reading activity in teaching reading. He said that the more vocabulary the students got the easier the students comprehend the text. It was also supported by the last score of students. The highest reading achievement of students was achieved after the teacher implemented

⁸⁸ Interview with Mr. Fudoli, Tuesday, on May 31, 2011 at 10.00 am

this activity. Indeed, their score became excellent because above the indicator of achievement 88.

The most effective of pre-reading activity can be seen by the result of students' score of test in each meeting in the following table:

TABLE IX
The Result of Students' Score

NO.	Pre-reading activities	Mean Score
1.	Pre-questioning	83
2.	Prediction	87
3.	Pre-Reading Vocabulary	88

Meanwhile, the researcher wants to know the students' opinion about the most effective of pre-reading activities that was implemented. As usual, the researcher used questionnaire to gain the data. The result of questionnaire as showed in following table:

TABLE X
Students' Opinion about the Most Effective of Pre-Reading Activities

			AN	SWER	OPT	IONS	TOTAL	
NO.	VARIABLE	N	YES		NO		M	%
			F	%	F	%	N	
1.	Students agree that pre-reading activities is beneficial to increase reading skill	33	30	91%	3	9%	33	100%
2.	Students agree that pre-questioning is better than prediction	33	26	79%	7	21%	33	100%

3.	Students agree that prediction is better than pre-reading vocabulary	33	10	30%	23	70%	33	100%
4.	Students agree that pre- reading vocabulary is better than pre-questioning	33	29	88%	4	12%	33	100%

From the table above, almost all of students answered that they agreed that pre-reading was useful to increase their reading skill. Only 9% disagreed about it. In addition, there were 79% of students who said that pre-questioning is better than prediction, and 21% of students didn't agree that pre-questioning is better than prediction. It showed that students agreed that pre-questioning is better than prediction.

Moreover, 30% of students agreed that prediction is better than prereading vocabulary. But there were 70% students who answered that they didn't agree that prediction is better than pre- reading vocabulary. It means that pre-reading vocabulary is better than prediction. Meanwhile, the majority of students answered that pre-reading vocabulary is better than prequestioning and only 12 % answered that pre-questioning is better than prereading vocabulary. In conclusion, the students stated that pre- reading vocabulary is the most effective pre-reading activities in learning reading.

C. Discussion

In this section, the discussion will be divided into three matters, namely the discussion of the classroom activities during the implementation of the activities in the classroom, the discussion of the students' achievement after the implementation of pre-reading activities, and the discussion of the most effective pre-reading activities in teaching reading. The explanation of each discussion is described as follows:

1) The discussion of the implementation of pre-reading activities in the classroom.

In this part, the discussion will be divided into three matters. First is about the implementation of pre-reading activities, the second is about the topic selection, the third is the students' response on the implementation of technique and the last one is the problems faced by the teacher in the reading class.

The first is about the implementation of pre-reading activities. The goals of the pre-reading stage are to activate (or build, if necessary) the students' knowledge of the subject, to provide any language preparation that might be needed for coping with the passage, and finally to motivate the learners who want to read the text. So At the first meeting, the students might be a little bit confused with the implementation of activities. The

⁸⁹ Fraida Dubin, et al., Reading By All Means: Reading Improvement Strategies for English Language Learners, op. cit., p. 202

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.

According to Abbot, the goals of pre-reading activities is to enhance the students' reading skill. From the result of the reading test at the first meeting, it showed that the mean score of the students was above the indicator achievement. This was the indicator achievement or criteria successful 70. Meanwhile, the researcher has standards minimum of criteria successful that is 80 (Good). Their mean score were 83 (Very Good). At the second meeting, it showed that the mean score of students was increasing 83 to 87. In fact, there were four students who got score excellent or perfect (100). At the third meeting, the mean score of students more increased. Even, in this meeting they got the highest score of mean score 88 (Excellent). It showed that it was the most successful implementation of the pre-reading activities.

Therefore, the most of the students' score increased. They could reach the indicator of achievement; moreover their mean score was higher from the indicator of achievement. In general, a good progress through pre-reading activities to increase reading skill or reading achievement could be seen through the improvement made by the individual score of students and their mean score.

 The discussion of the most effective of pre-reading activity in teaching reading.

⁹⁰ Paul Knight, Learning and Teaching English, op. cit., p. 75

Based on the interview and observation, the researcher concluded that pre-reading vocabulary is the most effective pre-reading activities. According to Joanne F. Carlisle, vocabulary knowledge is significantly related to reading comprehension, decoding, spelling, and school achievement. It is also a key to becoming a good reader. 91 Mr. Fudoli as an English teacher argued that pre-reading vocabulary is the most effective in teaching reading. He stated that vocabulary help students to understand the text. The more vocabulary students got the easier they comprehend the text.

It also can be seen from the result of students' score that they got excellent score and the highest mean score when pre-reading vocabulary implementing in the reading class. They could reach 88 score and make the increasing in each meeting. In addition, the result of questionnaire showed the students' response about the most effective pre-reading activities. They agreed that vocabulary is the most effective pre-reading and could make them more motivated to read the text.

In conclusion, the teacher should master and be selective to implement the appropriate technique and activities. Also, they must choose the appropriate material in order to achieve the effectiveness of teaching English reading. Finally, the implementation of pre-reading activities could improve the students' reading achievement.

⁹¹ www.ciera.org/library/presos/2002/2002csi/2002csicarlisle/02csijcv.pdf, accessed on April 24, 2011