Improving Students’ Reading Comprehension Through Pre-Reading Strategies at Tenth Grade Students

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Abstract: This research is to solve students’ problem in improving reading comprehension in descriptive text to the tenth grade students of SMK Bina Putra Sungai Raya. The method used in this research is classroom action research. The sample of the study is the tenth grade students of SMK Bina Putra Sungai Raya in Academic Year 2012/2013. The tool of data collecting was reading test, observation sheet and field notes. The improvement of students’ reading comprehension could be seen from the result of every meeting. Based on the data analysis, the mean score of cycle 1 is 58.83. For each aspect, the mean score of finding main idea is 57 and 33 for supporting idea. There were only 10 students (40%) who got 65 or higher. The mean score of cycle 2 is 70.58. For each aspect, the mean score of finding main idea is 64.5 and 42 for supporting idea. There were improvements in each aspect from cycle 1 to cycle 2. The percentage of the number of students who got 65 or higher rose to 76%. It can be concluded that teaching reading through pre-reading strategies can improve the students’ reading comprehension.

Keywords: Solve, descriptive text, cycle


Kata kunci: Mengatasi, teks deskriptif, siklus
Reading is an interactive process that goes on between the readers and the text, resulting in comprehension. It is an activity with a purpose, not only a recognition of graphic symbols, decoding semantic value of the sentences but also the readers should be able to refer it to the comprehension and understand what they have read. The purpose(s) for reading guide the reader's selection of texts. The text presents letters, words, sentences, and paragraphs that encode meaning. The students of SMK Bina Putra Sungai Raya, mainly faced problems in understanding the message from the text. Although they may recognize most words, they find it difficult to convey the message. They could not find the main idea and supporting idea.

The reader uses knowledge, skills, and strategies to determine what that meaning is. Also, it is one of the most complicated skills in which a person has to deal with throughout his life time. It needs a lot of practices and experiences to understand a written text and the message in it. The issue becomes more difficult when the text appears in a foreign language in which the reader is not proficient enough. When reading, the students should be active receivers of the text. It means they have to use their knowledge of the world and of the language to help them guess what the text will say next.

Based on the writer’s experience in teaching practice, students who learn English in school have been facing certain problems especially in reading comprehension. Comprehension is the ultimate goal of reading (Nation in Snowling and Hulme, 2005:248) yet it is not an easy task for the readers. Comprehension needs the reader to integrate a range of sources of information (lexical features and knowledge concerning events in the world) (Garnham, Gernsbacher, adn Kintsch in Snowling and Hulme, 2005:248). Thus, to identify the specific reading comprehension difficulties the students had been faced, it is necessary to separate reading into two component parts, (1) recognizing the words and (2) understanding the message in the printed text.

In order to help students to improve their reading comprehension, on this research the researcher decided to use pre-reading question, pre-teaching vocabulary and pictures as the pre-reading strategies. Pre-reading strategies are chosen because the activities involve in pre-reading strategies improve the students performance in reading comprehension through preparing readers for the concepts that follow, making the reading task easier and connecting the new concept more meaningful to prior knowledge (Yusuf, 2011). From those complaining, the researcher found out that it might be the reason that makes the students difficult in writing the hortatory exposition text. Steps to write a text, especially in writing hortatory exposition text, the student do not know how to write the thesis, argument, and recommendation in good order, there are students write the text without paragraph and the researcher difficult to analyse parts of the text.

The researcher conducted this research to the students in Vocational High School Bina Putra Sungai Raya. The subject of this research is tenth grade students of Vocational High School Bina Putra. This research is expected to be one solution to improve reading comprehension of the tenth grade students of Sekolah Menengah Kejuruan Bina Putra Sungai Raya.
METHOD

This research was intended to improve students’ reading comprehension in descriptive text using pre-reading strategies at tenth grade students of SMK Bina Putra Sungai Raya in academic year 2012/2013. The form of this research is Classroom Action Research (CAR).

Carr and Kemmis (1986, in Cohen, Manion, and Morrison, 2005: 227) defines action research as a form of self-reflective inquiry by participants (teachers, students, managers, administrators, or even parents), undertaken in order to improve understanding of their practices in context with a view to maximizing social justice. Ferrance (2000: iv) states that action research is a reflective process done in collaborative activity to find solution to real problems at school and to improve instruction and increase student achievement. In line with Ferrance’s statement, Burns (2010: 2) sets the central idea of action research that is to make changes and improvements in practice. The importance of applying action research in teaching is also proposed by Stringer, Christensen, and Baldwin (2010: 7) who stated that action research is an integral part of classroom lessons, providing a framework on which to build creative and effective lessons to improve students’ learning potential.

The improvements on action research are based on information that is gathered systematically. Lewin (1946, in Cohen, Manion, and Morrison, 2005: 234) suggested four main stages in doing action research: (1) planning; (2) acting; (3) observing; and (4) reflecting. Lewin’s concept of action research stages is a series of spiral and feedback within and between each stage is important and facilitating reflection (Ebbut, in Cohen, Manion, and Morrison, 2005: 235).

Procedures of Classroom Action Research

Based on the identification and formulation of the problem, the researcher designed the action alternatives that would be done. Procedures of this CAR was done through two cycles. Every cycle was conducted in line with the objectives of the research. The targets that were reached in the two cycles are as follows: Cycle 1: the teaching of reading comprehension by using pre-reading strategies. Cycle 2: the teaching of reading comprehension using pre-reading strategies based on the outcome of cycle 1.

While doing the action in accordance with the implementation of reading comprehension, the teacher who was also the researcher needed to collect data on teaching learning process and students’ performance. The data was collected by doing observation which was helped by his collaborator in observing the students’ activity and performance in teaching learning process.

Observing: In this stage, the researcher analyzed the data collected in action stage. The researcher graded the students’ score from the test. Since action research is cycle of action and reflection, the examining and analysing the data should be done in dynamic way (Burn, 2010: 103). Thus, the observing also can be involved in acting stage.

Reflecting: The result of the observation was used to do the reflection to know whether the action of teaching can improve students’ reading comprehension or the process should be repeated in next cycle. The researcher and collaborator discussed to find the strength and weakness of the action that has been done. Finding the weakness, in the cycle 2 was expected to get a better outcome in teaching.

The cycle may not be continued to another cycle if:

- Students’ mean score is higher than or equal 65;
- The students’ reading comprehension has shown improvement;
- The students give positive response toward the implementation of pre-reading strategies.
Research Instruments.

Research instruments used in this research are as follows: Syllabus, lesson plan, observation sheet, field notes, scoring rubric, and score criteria.

Subject of Research

The subject of this research was tenth grade students of SMK Bina Putra Sungai Raya in X A class with 25 students. The students have problems in their reading comprehension. They have difficulties in finding the main idea and supporting idea of a text. This might be the result of their lack of interest and poor basic principles of English.

Technique of Data Collecting

Measurement: To measure the students’ achievement on reading, the writer prepared the reading test. The topics was antique car and robot. From the reading test, the students’ achievement score were measured whether it is below or above 65. The data, here, was the students’ achievement in reading test which focuses on their task achievement, scored by using scoring rubric of students’ reading test. In judging students’ score, whether the reading text is good or hard to be understood, the researcher should refer to scoring criteria.

Observation: In this research, the writer used observation technique to observe the teaching learning process. The writer carried out the observation during the process to collect data in the classroom.

Tools of Data Collection

To collect data of the students’ achievement, the writer completed it by using achievement test, field note, test item specification, scoring rubric, and scoring criteria.

Reading Test: This research used reading test. The measurement technique was employed to measure the students achievement and it was done through reading test (Appendix 1). To know the content validity of the test, the writer constructs the table of item specification, so the subject matter tested and the level of achievement can be seen clearly.

The test item specification is as follows:

<table>
<thead>
<tr>
<th>Test Item</th>
<th>Indicator</th>
<th>Total Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>1) Finding the main idea</td>
<td>1,5,7,10</td>
</tr>
<tr>
<td></td>
<td>2) Finding the supporting idea</td>
<td>2,3,4,6,8,9</td>
</tr>
</tbody>
</table>

The researcher graded the students’ score by using the scoring rubric.

Field Note: Field note is a note written by the researcher or collaborator throughout the data collection process. Anything occurred when the researcher applies the technique, including the obstacles that the researcher found in teaching-learning process, should be noted down.

Technique of Data Analysis

To analysed quantitative data and to know whether pre-reading strategies can develop students’ reading comprehension, the writer and collaborator judged and discussed the students’ task in every meeting by scoring rubric to score the students’ result in reading test.
Table 2
Scoring Rubric of Students’ Reading Test

<table>
<thead>
<tr>
<th>Test Item</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>All relevant aspects mention according to the text</td>
</tr>
<tr>
<td>1,5,7,10</td>
<td>1</td>
<td>Miss one or two aspects</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Omit or misrepresents the main aspects of the text</td>
</tr>
<tr>
<td>2,3,4,6,8,9</td>
<td>1</td>
<td>The answer is according to the information found in the text</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Not mentioning information in the text</td>
</tr>
</tbody>
</table>

Since this research concerns about the reading comprehension of the students, it is proved through reading test that is scored according to scoring rubric. Then the average of students’ score was calculated using the mean formula below:

\[ M = \frac{\sum X}{N} \]

- \( M \) = the average of students’ score
- \( \sum X \) = the sum of total score
- \( N \) = the number of students being observed

Data that have been collected in this CAR are not only quantitative data, but also qualitative data. It describes to the activities of teacher and students in the classroom when the action happens. The data collected using field note and observation. From the two tools used, the researcher then write all the details to find out what problems still exists and then determine the next step.

To interpret the mean score into qualitative data, score criteria was used. From the rating scale in score criteria, the students’ score were judged whether their achievement was excellent, good, or poor.

Table 3
Score Qualification

<table>
<thead>
<tr>
<th>RANGE</th>
<th>QUALIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100</td>
<td>Good to Excellent</td>
</tr>
<tr>
<td>60 – 79</td>
<td>Average to Good</td>
</tr>
<tr>
<td>50 – 59</td>
<td>Poor to Average</td>
</tr>
<tr>
<td>0 – 49</td>
<td>Poor</td>
</tr>
</tbody>
</table>

J.B.Heaton (1988:96)
FINDING AND DISCUSSION

Research Finding

During her teaching at SMK Bina Putra Sungai Raya, the teacher as the researcher found some problems in students’ reading comprehension which are finding the main idea and supporting idea. Therefore, the researcher has designed a research which the content was attempting to solve the problems. The researcher had conducted in two cycles which consisted of two meetings. In every cycles, students improved the reading comprehension using pre-reading strategies. When the practice was held in the classroom, the researcher took the result of scoring consisted of two ideas, main idea and supporting idea. The students’ mean score are then categorized based on table of specification. The research findings below were discussed based on the result of reading test, observation checklist, and field notes:

The First Cycle (1st Cycle)

The researcher planned to start to conduct a research on August 13th, 2012 for the first meeting in the first cycle and on August 15th, 2012 for the second meeting. Here, the researcher planned to solve the students’ problems and improve their reading comprehension. By making the plan, the students’ reading comprehension could reach the minimum standard score (65).

In this research, lesson plan was prepared to help the researcher in teaching learning process. In the lesson plan, the researcher included materials for the students to support them in understanding the text.

The acting stage was conducted on August 13th, 2012 and August 15th, 2012. All activities were done based on lesson plan. The researcher was helped by her collaborator to note down all important things happened in the classroom while collecting data.

In the first meeting on August 13th, the teacher informed the goal of teaching learning process and the strategy, which is pre-reading strategies that would be used. The time that teacher spent in this stage considered longer than it should be. Teacher spent more time in explaining pre-reading strategies that will be used without giving any example on how to apply the techniques in their reading.

Then, the teacher asked the students to make group consist of five students. They were asked to discuss the pre-question given to them. At the previous stage, they seemed understand the procedure because they did not question about the technique, they seemed like having discussion, but then teacher realized that they were talking about other things out of the topic and when they were asked to answer the pre-question sheet they were confused about how to answer. They also didn’t understand some of the question meaning. This made the teacher had to explain the strategies one more time.

After the students finished the group discussion, students and teacher discussed about the topic in the text that would be given. Some of the students could give their responses, but of most them were more passive. The students could answer the main topic of the text that will be given but they could not give more prediction about the details in the text. Then, the teacher and students had a discussion about the vocabulary that related to the text.

In the second meeting on August 15th, the teacher again informed the students about the goal of the teaching and learning process and that the technique that would be used was still pre-reading strategies. The teacher asked the students to recount what they had learnt on last meeting. The answer was quite satisfactory because some of them could mention the topic and the vocabularies. However, the teacher still needed to explain briefly about the topic to make sure all the students remembered the questions that lead to the prediction of the text.
Students were asked to read the text and answer the questions individually. In answering the questions, students had some difficulties in understanding some question. Therefore, it showed the students still had vocabulary limit.

In observation stage, the researcher and collaborator observed and analyzed the whole process of the first cycle. By observing then analyze the whole process and the students’ participation, they tried to identify the strength and weakness of the first cycle. The researcher and collaborator found that most students faced difficulties in finding the main idea and supporting idea. This affected their task achievement. Moreover, they looked confused in understanding the strategies and applied it to their reading.

In the first cycle, the students did not get good result. The result shown on table 4.1. The mean score of students’ performance was 58.83 point. The highest score they achieved was 79.17 and the lowest was 29.17. There were 10 students (40 %) who got score over 65 and 15 students (60 %) who got score below 65.

Table 4
The Result of Students Performance on Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Recap.</th>
<th>Main Idea (0-2)</th>
<th>Supporting idea (0-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean Score</td>
<td>58.83</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Highest Score</td>
<td>79.17</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Lowest Score</td>
<td>29.17</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Number of students get 65 or higher</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Percentage of student get 65 or higher</td>
<td>40 %</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Number of student get below 65</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Percentage of students get below 65</td>
<td>60 %</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Result of Students’ Reading Test, August 15th, 2012)

Table 4 shows the result of cycle 1. On average, students get 58.83 point. It means the students’ qualification is still poor. The highest score of cycle 1 was 79.17, and the lowest score was 29.17. The number of students who got 65 or higher was only 10 students. It means that the percentage of student got 65 or higher did not reach 50%.

Table 5
The Result of Aspect on Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Recap.</th>
<th>Main Idea (0-2)</th>
<th>Supporting idea (0-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Average</td>
<td>1.14</td>
<td>0.61</td>
</tr>
<tr>
<td>2.</td>
<td>Mean Score</td>
<td>57</td>
<td>33</td>
</tr>
<tr>
<td>3.</td>
<td>Number of students get 65 or higher</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

(Source: Result of Students’ Reading Test, August 15th, 2012)

Reflecting, in this stage, both researcher and her collaborator reflected what had been done in cycle 1. Based on the discussion between the writer and the collaborator, it could be concluded that the first cycle was not satisfying and it still needed much effort to accomplish
the goal of the technique applied. Students’ problem on their reading comprehension were still exist. The score for both aspects were still below 65.

The researcher concluded that most of the students were still not able to find the main idea nor the supporting idea of the text and some of them were confused about the technique. Based on the result of cycle 1, which only 10 students (40%) who got 65 or higher and qualified as having an average to good reading comprehension. The researcher and the collaborator decided to continue the action in the next cycle. The researcher planned to use some new ideas to solve the problems found during the acting stage. This covered the following aspect: To help the students understand about the technique, the teacher had given an example of the explanation in teaching learning process. The researcher had to prepare slide presentation to help students to make mental image of the topic. The researcher had to manage the class better in order to reduce noise during group discussion. The researcher had to prepare the class and media well before the lesson in order to save time. The researcher had to help the students in constructing the answer.

**The Second Cycle (2nd Cycle)**

The researcher planned to start to conduct the second cycle on August 20th, 2012 for the first meeting and on August 22th, 2012 for the second meeting. Here, the researcher planned to solve the students’ problems found on the first cycle and improve their reading comprehension. The researcher hoped that by making the plan, the students’ reading comprehension could reach better score (65 or higher).

In this research, lesson plan was prepared to help the researcher in teaching learning process. In the lesson plan, the researcher included materials for the students to support them in comprehending the topic such as slides show presentation. The researcher had a better time manageable at this cycle.

The acting stage was conducted on August 20th 2012 and August 22th, 2012. All activities were done based on lesson plan. The researcher was helped by her collaborator to note down all important things happened in the classroom while collecting data.

In the first meeting on August 20th 2012, the teacher informed the goal of teaching learning process and the technique, which is pre-reading strategies that would be used. The teacher explained that the procedure was exactly the same with the procedure they had before on previous meetings. This time, the teacher gave an example to give more clear explanation on how to apply the technique in the learning process.

After that the teacher showed slide pictures using slide show presentation. And had a discussion with the students about the pictures. Most students actively involved in the discussion. They look interested in the pictures shown. They could mention some information according to the pictures, such as; old, expensive, nice, and antique.

Then, teacher asked the students to make a group of five where students could discuss the pre-reading question given to them. Teacher observed and helped the students during the discussion. Students looked more enthusiast in answering the pre-reading question given. Each of them enthusiastically shared in their group knowledge and experiences they had about the question given and answered it on the paper individually. After that, teacher and students had a short discussion about the prediction of the text the students were going to have later. And most of the students could answer well. The discussion was about the topic and some information probably implied in the text. They also had a discussion about some vocabularies related to the text.

In the second meeting on August 22th, 2012, the teacher again informed the students about the goal of the teaching and learning process and that the strategy that would be used was still pre-reading strategy. The teacher asked the students to recount what they had learnt on last meeting. The answer was satisfactory because most of them could mention the topic,
some information, and vocabularies that might be implied in the text. However, the teacher still needed to explain briefly about how important the discussion and sharing they had before to help them in doing the reading task.

Then, teacher gave the students text and asked them to read and do the task individually. This time, students didn’t ask much about the question meaning, they were more active in asking help of how to construct the answer they had.

The researcher applied different action in cycle 2 based on the suggestions made on reflecting stage. Below are the list that shows the differences made from cycle 1:

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher did not give example of the explanation.</td>
<td>Teacher gave explanation about the topic and pre-reading strategies and gave example of it.</td>
</tr>
<tr>
<td>Teacher explained the materials without using pictures.</td>
<td>Teacher used power point presentation to make students interested and to help her in activating students’ prior knowledge.</td>
</tr>
<tr>
<td>Teacher had to explain the technique several times since the students still had no idea on how to do the task using pre-reading questions. This showed that the time management did not run well.</td>
<td>Teacher explained the technique carefully and made sure that all students understand the technique. So the teacher managed the time well.</td>
</tr>
</tbody>
</table>

In the observation stage, the researcher and collaborator observed and analyzed the whole process of the second cycle. By observing then analyzing the whole process and the students’ participation, they tried to identify the strength and weakness of the second cycle. The researcher and collaborator found that less students faced difficulties in finding main idea and supporting detail. This affected their task achievement. More students understand and could answer the task well.

In the second cycle, the students got good result. The result shown on table 7 the mean score of students’ reading test was 70.58 point. Based on table classification, their reading comprehension was considered good. The highest score they achieved was 81.25 and the lowest was 45.83. There were 19 students who got mark over 65 (76 %) and only 6 students got below 65 (24 %).
Table 7

The Result of Students Performance on Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean Score</td>
<td>70.58</td>
</tr>
<tr>
<td>2.</td>
<td>Highest Score</td>
<td>81.25</td>
</tr>
<tr>
<td>3.</td>
<td>Lowest Score</td>
<td>45.83</td>
</tr>
<tr>
<td>4.</td>
<td>Number of students get 65 or higher</td>
<td>19</td>
</tr>
<tr>
<td>5.</td>
<td>Percentage of student get 65 or higher</td>
<td>76 %</td>
</tr>
<tr>
<td>6.</td>
<td>Number of student get below 65</td>
<td>6</td>
</tr>
<tr>
<td>7.</td>
<td>Percentage of students get below 65</td>
<td>24 %</td>
</tr>
</tbody>
</table>

(Source: Result of Students’ Reading Test, August 22nd, 2012)

Table 8

The Result of Aspect on Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Recap.</th>
<th>Main Idea (0-2)</th>
<th>Supporting idea (0-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Average</td>
<td>1.29</td>
<td>0.77</td>
</tr>
<tr>
<td>2.</td>
<td>Mean Score</td>
<td>64.5</td>
<td>42</td>
</tr>
<tr>
<td>3.</td>
<td>Number of students get 65 or higher</td>
<td>11</td>
<td>25</td>
</tr>
</tbody>
</table>

(Source: Result of Students’ Reading Test, August 22nd, 2012)

Table 8 shows the result of each aspect on cycle 2. On average, students still did not get 2 point on aspect of main idea and 1 point of supporting idea. However, there were rises in each aspects. That means most students missed one or two aspect in answering the questions and most students didn’t mention information found in the text. Even their score did not reach the maximum point (2 point) however their score is higher than cycle 1. Both researcher and her collaborator reflected what had been done in cycle 2. Based on the discussion between the researcher and the collaborator, it could be concluded that the second cycle was satisfying and the goal of the strategies applied had been accomplished.

The researcher concluded that most of the students were able to comprehend the text and they were not confused about the technique. Based on the result of cycle 2, there were 19 students (76 %) who got 65 or higher and qualified as having good reading comprehension, the researcher and the collaborator decided not to continue the action in the next cycle. The ideas suggested based on the result of cycle 1 helped in improving students’ reading comprehension.

Discussion

This classroom action research was conducted in two cycles of planning, acting, observing, and reflecting stage. In the process of CAR, the researcher revealed the following evidence of the students’ progress in reading comprehension. In the first cycle, the mean score of students’ reading comprehension was 58.53. In this cycle, from 25 students, 7 students had a poor comprehension in reading, 5 students were qualified for having average
reading comprehension, 13 students were qualified for having good reading comprehension and no students qualified as having excellent reading comprehension. Even though there were some students qualified for having good or excellent communicative ability, but on average the tenth grade students of SMK Bina Putra Sungai Raya had problems on their reading comprehension.

In the second cycle, there was improvement for students’ reading comprehension. From 25 students, only 1 students were qualified for having poor comprehension, 3 students were qualified for having average reading comprehension, 20 students were qualified for having good reading comprehension, and 1 students were qualified for having excellent reading comprehension. Even though there were still some students were qualified for not having good or excellent communicative ability, but on average the tenth grade students of SMK Bina Putra Sungai Raya had shown improvement on their reading comprehension.

Each aspect of reading comprehension (main idea and supporting idea) and task achievement then also were analyzed. To see clearly the improvement on students’ mean score on each aspects in cycle 1 and cycle 2, it can be seen on the figure 1.

![Figure 1](image)

**Figure 1**

**Students’ Mean Score on Each Aspect (Main Idea and Supporting Idea)**

Figure 1 indicates that the students’ reading comprehension using pre-reading strategies was getting better in cycle 2. This was also supported by the students’ individual score. The students’ individual score were calculated based on Scoring Rubric of Students’ Reading Test. Having known students’ problems in reading comprehension, the researcher prepared lesson plan and material for teaching learning process. The topic in this cycle 1 was Robot. The students were expected to be able to find the main idea and supporting idea. The acting stage that was conducted on August 13th and 15th, 2012, was done based on lesson plan. In the first meeting on August 13th, the teacher first informed the goal of the teaching and the technique that would be used. The teacher explained the strategy for the teaching learning. Teacher had a discussion of vocabularies with the students. In the second meeting on August 15th, the students answered the reading test. However, the result was disappointing. Most students faced difficulties in all aspects of reading comprehension. Only 40 % students who got 65 (minimum standard score) or higher and 60 % students got below 65. From the result and observation in the cycle 1, there are some conclusions can be drawn,
those are: (1) confusion about how they applied the strategy on their reading task; (2) there were not enough media to help students remember the vocabularies; (3) students had to be more active (4) students need example on how they apply the technique (5) students had an unrelated topic discussion.

Based on the finding in cycle 1, the researcher and the collaborator decided to continue the cycle. Cycle 2 was done on August 20th and 22nd, 2012. The teacher explained the technique clearly and gave an example on how applied the technique to the reading test. Teacher shown pictures from the slide show presentation and had a discussion with the students. In group discussion they looked more active and enthusiastic in sharing their experience. This made the class time management was better than the first cycle.

The result of cycle 2 was considered satisfying. More students got 65 or higher. The mean score of students’ test was 70.58 which was considered good. All aspects of reading comprehension had shown improvement.

In conclusion, from the result of analysis, the research finding of classroom action research was satisfactory. The students’ reading comprehension had improved through pre-reading strategies. This strategy helped the students to learn and experience the enjoyable process of reading. The students enjoyed the whole process of teaching and learning since this technique encourages students to be more active and takes the challenge they never did before. Comprehending English text was not easy for them. They had to deal with their self-confidence in answering the text and actively involved in teaching learning. However, the pre-reading strategies suggest step by step activities that activate students’ prior knowledge and lead them in comprehending the material given.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The use of pre-reading question and pre-reading vocabulary as the strategy in teaching reading should be combined with the using of media such as pictures slide show and good time manageable. Based on this technique, the students’ reading comprehension improved from cycle 1 to cycle 2. The mean score of cycle 1 is 58.83 and in cycle 2 is 70.58 which was categorized as good reading comprehension. From the data analysis of the result of reading comprehension through reading strategies, it can be found that the percentage of number of students who got 65 or higher improves from the first cycle to the second cycle. From 25 students, there were only 5 students or 20% who were categorized having average reading comprehension and 13 students or 52% categorized having good reading comprehension. The percentage of number of students who got 65 or higher in the second cycle shows improvement. From 25 students, 3 students or 12% categorized having average reading comprehension, 20 students or 80% categorized having good reading comprehension, and 1 students or 4% categorized having excellent reading comprehension.

The using of pre-reading strategies encourages students to be more active and alive in teaching learning process.

Suggestions

The teacher should use pre-reading strategies in teaching learning process since this technique is very useful to improve students’ reading especially to students who have low ability in reading. In using this technique, the teacher should prepare more media, such as pictures in power point presentation to helps students understand the material and remember some vocabularies. Before assigning the reading task to the students, the teacher should make sure that the students have fully understood and have the information they need.
It is suggested that the teacher also gives examples before assigning the reading task. The teacher should use more English in employing the strategy since the strategy will lose its effectiveness if the teacher deliver the strategy in Indonesian. The time in employing the pre reading strategy should be manage well, so that the teacher would have enough time to add more strategies in post reading stages.

REFERENCE


