

PRE-READING ACTIVITIES ON READING COMPREHENSION IN NARRATIVE TEXT OF YAYASAN PENDIDIKAN SYEIKH MUHAMMAD BAQI BABUSSALAM BASILAM BARU

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ABSTRACT

The purpose of this research are to know the students' reading comprehension in narrative text by using reading activities. To examine there is or there is no significant effect of using pre reading activities on reading comprehension in narrative text a grade XI students of yayasan pendidikan syeikh muhammad baqi babussalam basilam baru. The method that used in this research was experimental research. After analyzing the data, the researcher found that the mean score of experimental in pre-test was 73.98 and in the post-test was 89.76. the proof was 15.78. then the mean score of control class in pre-test was 67.64 and in post-test was 77.64. the proof was 10. The effect of pre-reading activities on reading comprehension in narrative text at grade XI students of yayasan pendidikan syeikh Muhammad baqi babussalam basilam baru was 4.02. where the score of t_{count} was bigger than t_{table} ($4.02 > 2.49$), it meant that H_a was accepted. It was concluded that there was significant effect of Pre-reading Activities on Reading Comprehension in Narrative Text at Grade XI Students of Yayasan Pendidikan Syiekh Muhammad Baqi Babussalam Basilam Baru.

Key Words: *Pre-reading activities, Reading comprehension*

INTRODUCTION

English is one of international language. English is very important for learning in this area because English as an official international language and help to communicate with people from all around world and English is one of foreign language that taught Indonesia. Language learning is a process that involves both and individual a context the main elements. The context is the event and community where the language learner is struggling to achieve communicative goals through the mains of the target language. Learner experiences is another aspect that plays and important role in their language learning.

From those skills, the researcher focus on reading skill because reading is one of the four language skills that play important role in second language learning. Reading is a receptive skill between reader and writer. Reading is an interactive process between writer and reader. An interactive process happens when the reader can understand the text. The reader want to communicate with ideas proposed by writer. Reading also the process of cognition, interpretation and perception of written or printed material.

Reading comprehension is ability to understand the text. Reading comprehension is based skill to obtain further academic learning successes. Reading comprehension is also specify writer's purpose and point about the writer. Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together.

According to Kate Cain (2015) "Narrative text is narrated from a particular point of view (the narrator's) such text are typically fictional (stories) but sometimes informational texts are written in a narrative form". Story can involves helping students to learn to recognize can improve their comprehension of the story.

The reading process involves three stages. The first is the pre reading stage which allows the reader to active background knowledge preview text and develop a purpose for reading. A strategy for student to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title.

The second during reading, when the reader makes prediction as they read and en confirms or revises the prediction. The third is post reading is the reader retell the story, discuss the elements of a story, answer question or compare to another text.

According to Eka sutri harida (2015) "There are three stages in reading, students always do such as: pre-reading, while-reading, and post-reading. While reading the students have applied various reading strategy, as skimming, scanning, activating background knowledge (some students) , read the contents list, read the topic or sub topic, survey, and also connecting to the contexts".

Pre-reading activities are activities that are used with the students before teaching of the actual reading materials. Prereading activities, prepare students for better comprehension by making them familiar with the topic, vocabulary, or structures that they may come across in the text.

Based on interview with the teacher in Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru students have lack vocabulary. When the student read the text, they just read without comprehension. The other factors, students do not like English because they think that is difficult to learn and understand such us there are some vocabulary same write but different meaning example "can" it means "bisa" and "kaleng". "Good" it means "bagus" and "Selamat". Because of that the students think that English difficult.

The teacher not to do pre-reading activities such as preview and comprehending the text. In teaching strategy the teacher only explain what have they to do. Such us there are some text on book and then the teacher ask the students to answer the questions based on text from the

book. This strategy is less appropriate in teaching reading comprehension. The technique should make reading interesting lesson for student.

According to Chen, Fertig and Wood stories, are the most natural and powerful elements in storing experience-based information in the mind and identifying it. According to A.S Hornby in Oxford Advanced Learner's Dictionary defines "Narrative is a description of events, especially in a novel or story, the act or process of feeling a story. Stated that the researcher supposes that the use of story as a media in teaching learning process intended to make the teaching learning more effective and efficient.

Based on the above explanation, the researcher interested on the Effect of pre-reading activities to teach reading comprehension on narrative text. The researcher wants to know whether pre-reading activities will give significant effect to students' reading comprehension or not.

LITERATURE REVIEW

1. Reading Comprehension

Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together. There are some definition of reading comprehension can be defined in the following explanations below:

According to J.K klingner in Riandry's journal "Reading comprehension is a complex process that include many components. The readers should be able to recall or to inter pretate information after reading". So, there are components of reading that is the reader should be able to recall.

According to Kate and Carsten Elbro (2015) "Reading comprehension is not just for understanding text, but for broader learning, success in education and employment. Good reading comprehension will depend on good language understanding more generally". So, good language will depend to

comprehension. Reading comprehension is reading with understanding or silent reading. The aims is to get information to understand to draw something from the text. The primary purpose of reading comprehension is to improve the students ability to understand English as it is used in written material.

According to Gough (2004) “reading comprehension is the product of two component skills: recognized word on the page and understanding the words once they have been recognize”. So, recognized and understanding the words are the product to reading comprehension. So, reading comprehension is ability to understand the context or situation of the text.

Based on some definitions of reading comprehension above, the researcher conclude that reading comprehension is a process to understanding the text, and reader get information from what they read.

2. Pre Reading Activities

The process of teaching reading should have suitable steps of teaching reading. There should be a pre reading step to prepare the reader before they read the whole material. According to Parviz Ajideh he provided three pre reading activities there are:

a. Previewing

According to Chia the aim of previewing is to help readers predict or make some educated guesses about what is in the text and thus activate effective top-down processing for reading comprehension. This type of analysis enables students to identify the probable rhetorical grammar, stylistic markers and possible constraints on the development of ideas. According

b. Questioning

Pre-reading activities simply consist of questions to which the reader is required to find answer from the text, type of question followed the text and was designed to test comprehension, but in more recent

materials questions often precede the text and function as scanning tasks
Questioning.

c. Semantic Mapping

According to Zimmerman maintains that direct vocabulary instruction focusing on semantic mapping as an acquisition strategy is more effective than vocabulary acquisition activities that teach only words rather than strategies for acquiring words. So, there are three activities of pre reading strategy: previewing, questioning, and semantic mapping.

According to Taglieber provided three pre reading activities there are: guessing reading content from the picture, learning vocabulary before reading, and pre reading question. Pre reading activities help the learners get better comprehension. Based on explanation these expert conclude that pre reading activities should:

1. Predict or make some educated guesses about what is in the text content, structure, and language of this particular text.
2. Make some simple questions from the text such us the material of the questions consist reading comprehension and they do scanning or background information about the author (if relevant and available) it may be interesting for students to learn something about he life the author.
3. Find some new vocabulary, scanning for details, skimming for main idea to use in summary.

METHOD

The kind of this research is quantitative research with experimental method. The research uses quasi experimental study. The principle of quasi experimental design is that if two group are selected, one group is given treatment and the other control group without treatment.

There are two kinds of group in this research, the first group is an experimental group and the second one is a control group. The

experimental group is students taught using pre reading activities and control group is the students taught without using pre reading activities.

Reading test was designed to measure the students' reading comprehension. There are two reading tests, they are pre-test and post-test. The pre-test was given to the students before the treatment conducted. The post test was set at the end of the lesson, after the treatment conducted. The test was given to both experimental group and control group. In this research the researcher uses pretest-posttest control group design. It can be shown on the following table:

**Table
Research Design**

Class	Pre-test	Treatment	Post-test
Experiment Class	T1	Pre-reading activities	T2
Control Class	T1	Conventional strategy	T2

RESULT AND DISCUSSION

1. Result

After calculating the data of post-test, researcher found that the post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "Pre-reading Activities has effect on students' Reading comprehension in Narrative Text at the XI Grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru Tapanuli Selatan." The calculation can be seen in appendix 14 and 15. The result of t-test was as follow:

**Table 14
Result of T-test from the Both Averages**

Post-test	
t_{count}	t_{table}

4.02	2.49
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The test hypothesis have criteri if $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in post-test, researcher found that t_{count} 4.02 while t_{table} 2.49 with opportunity $(1-\alpha) = 1- 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 17 + 17 - 2 = 32$. Cause, $t_{count} > t_{table}$ ($4.02 > 2.49$), it means that hypothesis H_a was accepted. The calculation can be seen on the appendix 18. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 73.98 and in post-test was 89.76. Then the mean score of control class in pre-test was 67.64 and in post-test was 77.64. The gain score was 5.78. The calculation can be seen on appendix 14 and 15.

2. Discussion

The researcher discusses the result of the research. Based on the result of data analysis, there is significant effect of using pre reading activities on reading comprehension in narrative text a grade XI students of yayasan pendidikan syeikh muhammad baqi babussalam basilam baru. The method that used in this research was experimental research. After analyzing the data, the researcher found that the mean score of experimental in pre-test was 73.98 and in the post-test was 89.76. The proof was 15.78. Then the mean score of control class in pre-test was 67.64 and in post-test was 77.64. The proof was 10. The effect of pre-reading activities on reading comprehension in narrative text at grade XI students of yayasan pendidikan syeikh Muhammad baqi babussalam basilam baru was 4.02. Where the score of t_{count} was bigger than t_{table} ($4.02 > 2.49$), it meant that H_a was accepted. It was concluded that there was significant effect of Pre-reading Activities on Reading Comprehension in Narrative Text at Grade XI Students of Yayasan Pendidikan Syiekh Muhammad Baqi Babussalam Basilam Baru.

It also discussed in some research that related to this research. The first is Jamilah in her research. Using pre-reading strategy can improve the students' reading comprehension. In the pre-test, the mean score of the experimental

and the control group were 51,8 and the mean score of post-test was 73.48. Meanwhile, the mean score of pre-test in control class was 47,68 and the mean score of post-test was 57,28. It means pre-reading activities can improve students' reading comprehension. The second research is Akbar Azizifar , Soghra Roshania, Habib Gowhary , Ali Jamalinesarib the result showed that it concluded that the improve of students' reading comprehension was achieved by pre-reading activities. in pre-test ($x = 6.8$, $SD = 1.81$) changed to ($x = 8.9$, $SD = 1.15$) in post- test. For vocabulary group in pre-test ($x = 6.30$, $SD = 1.48$) changed to ($x = 48$, $SD = 1.33$). It means pre-reading strategy activities can improve students' reading comprehension. The third research is Hana S. S. Al Rasheed the result showed that it concluded that the improve of students' reading comprehension was achieved by pre-reading strategy. Pre-teaching group is 6.33 out of 8, with a standard deviation of .89, whereas the mean of the pre-questioning group is 5.8, with a standard deviation of .91. The means of the two groups are close. It means pre-reading strategy activities can improve students' reading comprehension.

CONCLUSION

Based on the result of the research, the conclusions of this research are The researcher found there is any significant effect in this research. Where mean score of experimental in pre-test was 73.98 and in the post-test was 89.76. Then the mean score of control class in pre-test was 67.64 and in post-test was 77.64. The research result of t-test where t_0 was higher than t_t was 4.02 and t_t was 2.04 ($4.02 > 2.04$). It means that H_a was accepted, so there was a significant effect of pre-reading activities on reading comprehension in narrative text at Grade XI students of Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru Tapanuli selatan.

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