

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. The use of pre-reading activities in reading comprehension

Describe the way of the teacher applied pre-reading activities, the researcher used observation and interview. Observation is the action or the process of observing something or someone carefully or in order to gain information, and interview is hold an interview with someone. The researcher observed kinds of pre-reading activities used by the teacher in teaching English actually in reading comprehension. The researcher also checked the steps that teacher used in teaching English by using observation sheet and field note so that the data completed. In other words, the researcher knew about how was the use of pre-reading activities by the English teacher in reading comprehension.

The detail of observation process which the researcher had done could be seen from the teaching learning process at students of PPB as followed on the appendix.

##### a. First Meeting

Based on the first meeting observation on April 22<sup>nd</sup> 2017 could be seen the teaching and learning process of reading by using pre-reading activities at students of PPB group 79 in the following description :

### 1) Pre Activity

In pre activity, involved motivation and appreciation such as asked the lesson before or made correlation environment or other lessons. The activities were: the lecturer opened the class by greeting to the students, the lecturer said *salam*, asked the students' conditions and checked their attendance by calling their names one by one, and everyone raised their hand if they presented, gave instruction and guidance about learning activity, question and answer as appreciation and material had learned. Then the lecturer prepared the material by opened the material book.

### 2) While Activity

In while activity, the lecturer taught the topic about home remedies, the process of using pre-reading on while activities were: the lecturer assessed students' background knowledge of the topic and content the text by asked students' about what did they know about home remedies, the lecturer told more about home remedies and gave some examples. Then the lecturer told the students' about kind of text they would read, and on passage was about report text. The lecturer asked the students to read the text then picked up sentence that students wrong in pronunciation and asked the students to listen while the lecturer read the text and asked the students to repeat, for example "antioxidants help treat common cold symptoms" then the students repeat "antioxidants help treat common cold symptoms" and so on. After that, the lecturer asked the students to read together sentence by sentence one by one and pause in sentence which had difficulty in vocabularies and asked the students' to predict the translation about the vocabulary. The students mentioned the vocabularies they did not understand and

found the translation. For example “nutrient is *bergizi*, symptom is *gejala*, gargling is *berkumur*” and so on.

Then the lecturer allowed students to asked some questions. After that students asked to answer questions about 10 items that was related to the passage, the lecturer gave time to answer about 3 minutes per item, after the students finished to answer the questions, the lecturer called student’s name and asked to answer it.

### 3) Post Activity

Based on the researcher’s observation, the researcher saw the activities that has done by lecturer, before the class ended, the lecturer asked students to remember the lesson that they have learnt before, the lecturer asked them prepared their book. Then, the lecturer asked one of the students to conclude their lesson that they had learnt. At the end of teaching and learning process, the lecturer reviewed the lesson in brief, and gave the students opportunity to ask some questions, after that the teacher closed the lesson by *Hamdalah*.

## **b. Second Meeting**

Based on the second meeting observation on April 27<sup>th</sup> 2017 could be seen the teaching and learning process of reading by using pre-reading activities at students of PPB group 39 in the following description :

### 1) Pre Activity

In pre activity, involved motivation and appreciation such as asked the lesson before or made correlation environment or other lesson. The activities were: the lecturer opened the class by greeting to the students, the lecturer said *salam*, asked

the students' conditions and checked their attendance by calling their names one by one and everyone raised their hand if they had presented, gave instruction and guidance about learning activity, question and answer as appreciation and material has learned. Then the lecturer prepared the material by opened the material book.

## 2) While Activity

In while activity, the lecturer taught with the topic about home remedies, the process of using pre-reading on while activities were: the lecturer assessed students' background knowledge of the topic and content the text by asking students' about what did they know about the text through the title, after that the lecturer told more about home remedies and gave some examples. Then, the lecturer told the students' about kind of text they would read, and on passage was about report text. The lecturer asked the student to read the text then picked up sentence that students wrong in pronunciation and asked the students to listen while the lecturer read the text and asked the students to repeated, for example "gargling with salt water may also decrease the cold symptoms" then the students repeat "gargling with salt water may also decrease the cold symptoms" and so on. After that, the lecturer asked the students to read together sentence by sentence one by one and pause in sentence which has difficulties in vocabularies and asked the students' to predict the translation about the vocabulary. The students mention the vocabularies they don't understand and found the translation. For example "cough is *batuk*, reduce is *mengurangi*, irritate is *mengganggu*" and so on.

Then, the lecturer allowed students to ask some questions. After that, students was asked to answer questions about 10 items that is related to the passage, the

lecturer gave time to answer about 2 minutes per item, after the students finished to answer the questions, the lecturer called student's name and asked to answer it and correct together.

### 3) Post Activity

Based on the researcher's observation, the researcher saw the activities that has done by lecturer, before the class ended, the lecturer asked students to remember the lesson that they had learnt before. At the end of teaching and learning process, the lecturer reviewed the lesson in brief and after that the teacher closed the lesson by *Hamdalah*.

## c. Third Meeting

Based on observation at third meeting on April 28<sup>th</sup> 2017 could be seen the teaching and learning process of reading by using pre-reading activities at students of PPB group 41 in the following description :

### 1) Pre Activity

In pre activity, involved motivation and appreciation such as asked the lesson before or made correlation environment or other lesson. The activities were: the lecturer opened the class by greeting to the students, the lecturer said *salam*, asked the students' condition and checking their attendance by calling their names one by one and everyone raised their hand if they had presented, gave instruction and guidance about learning activity, question and answer as appreciation and material had learnt. Then the lecturer prepared the material by opened the material book.

### 2) While Activity

In while activity, the lecturer taught with the topic about London, the process of using pre-reading on while activities were: the lecturer assess students' background knowledge of the topic and content the text by asking students' about what they know about the text through the title, the students mention what they know, for example "Big Ben, The Beattles, and foot ball" after that the lecturer told more about London and gave some examples about London such as "Monarchy, Buckingham Palace, Oxford & Cambridge University". The lecturer told the students' about kind of text they would read, and on passage was about narrative text. After that, the lecturer asked the students to read together then asked the students to read sentence by sentence one by one and pause in sentence which had difficulties in vocabularies and ask the students' to predict the translation about the vocabulary. The students mentioned the vocabularies they didn't know and found the translation. For example "stretch is *rentang*, residential is *kediaman*, capital is *ibu kota*" and so on.

Then the lecturer asked about the students opinion about the text and allowed students to ask some questions. Next, students was asked to answer questions about 5 items and found synonyms & antonyms that were related to the passage, the lecturer gave time to answer about 2 minutes per item, after the students finished to answer the questions, the lecturer called students' name and asked to answer it and correct together.

### 3) Post Activity

Based on the researcher's observation, the researcher saw the activities that had done by lecturer, before the class ended, the lecturer asked students to remember

the lesson that they had learned before. At the end of teaching and learning process, the lecturer reviewed the lesson in brief and after that the teacher closed the lesson by *Hamdalah*.

#### **d. Forth Meeting**

Based on observation at forth meeting on April 29<sup>th</sup> 2017 can be seen the teaching and learning process of reading by using pre-reading activities at students of PPB group 79 in the following description :

##### 1) Pre Activity

In pre activity, involved motivation and appreciation such as asked the lesson before or made correlation environment or other lessons. The activities were: the lecturer opened the class by greeting to the students, the lecturer said *salam*, asked the students' conditions and checked their attendances by calling their names one by one and everyone raised their hand if they had presented, gave instruction and guidance about learning activity, question and answer as appreciation and material had learned. Then, the lecturer prepared the material by opened the material book.

##### 2) While Activity

In while activity, the lecturer taught with the topic about London, the process of using pre-reading on while activities were: the lecturer assessed students' background knowledge of the topic and content the text by asking students' about what did they know about the text through the title, the students mentioned what they knew, for example "Buckingham Palace, The Beattles, and Harry Potter" after that the lecturer told more about London and gave some examples about

london such as “Oxford & Cambridge University, Prince Wiliam, Greenwich”. The lecturer asked the student to read the text then picked up sentence that students wrong in pronunciation and asked the students to listen while the lecturer read the text and asked the students to repeat, for example “London is the capital of England and the capital of Great Britain” then the students repeat “London is the capital of England and the capital of Great Britain” and so on. After that, the lecturer asked the students to read together sentence by sentence one by one and paused in sentence which had difficulties in vocabularis and asked the students’ to predict the translation about the vocabulary. The students mentioned the vocabularies they didn’t know and found the translation. For example “culture is *budaya*, major is *utama*, skyscraper is *pencakar langit*” and so on.

Then the lecturer allowed students to ask some questions. Next, students was asked to answer questions about 5 items that was related to the passage, the lecturer gave time to answer about 2 minutes per item, after the students finished to answer the questions, the lecturer called students’ name and asked to answer and correct it together.

### 3) Post Activity

Based on the researcher’s observation, the researcher saw the activities that has done by lecturer, before the class ended, the lecturer asked students to remember the lesson that they had learned before. At the end of teaching and learning process, the lecturer reviewed the lesson in brief and after that the teacher closed the lesson by *Hamdalah*.



**e. Fifth Meeting**

Based on observation at fifth meeting on May 04<sup>th</sup> 2017 can be seen the teaching and learning process of reading by using pre-reading activities at students of PPB group 39 in the following description :

1) Pre Activity

In pre activity, involved motivation and appreciation such as asked the lesson before or made correlation environment or other lesson. The activities were: the lecturer opened the class by greeting to the students, the lecturer said *salam*, asked the students' conditions and checked their attendance by calling their names one by one and everyone raised their hand if they had presented, gave instruction and guidance about learning activity, question and answer as appreciation and material has learned. Then the lecturer prepared the material by opened the material book.

2) While Activity

In while activity, the lecturer taught with the topic about Mecca, the process of using pre-reading on while activities were: the lecturer assessed students' background knowledge of the topic and content the text by asking students' about what did they know about the text through the title, the students mentioned what they know, for example "Hajj, Palm fruit, and Ka'bah" after that the lecturer told more about Mecca and gave some examples about Mecca such as "Zam-zam water, Hira cave and birthplace of Muhammad". The lecturer told the students' about kind of text they would read, and on passage was about narrative text. After that, the lecturer asked the students to read together then asked the students to read sentence by sentence one by one and pause in sentence which had difficulties

in vocabularies and asked the students' to predict the translation about the vocabulary. The students mentioned the vocabularies they didn't know and found the translation. For example "holly is *suci*, revelation is *wahyu*, pilgrimage is *ziarah*" and so on.

Then, the lecturer allowed students to ask some questions. Next, students was asked to answer questions about 5 items and found synonyms & antonyms that was related to the passage, the lecturer gave time to answer about 2 minutes per item, after the students finished to answer the questions, the lecturer called name student and ask to answer it and correct together.

### 3) Post Activity

Based on the researcher's observation, the researcher saw the activities that had done by lecturer, before the class ended, the lecturer asked students to remember the lesson that they had learned before. At the end of teaching and learning process, the lecturer reviewed the lesson in brief and after that the teacher closed the lesson by *Hamdalah*.

## f. Sixth Meeting

Based on observation at sixth meeting on May 05<sup>th</sup> 2017 can be seen the teaching and learning process of reading by using pre-reading activities at students of PPB group 41 in the following description :

### 1) Pre Activity

In pre activity, involved motivation and appreciation such as asked the lesson before or made correlation environment or other lessons. The activities were: the

lecturer opened the class by greeting to the students, the lecturer said *salam*, asked the students' conditions and checked their attendance by calling their names one by one and everyone will raised their hand if they had presented, gave instruction and guidance about learning activity, question and answer as appreciation and material has learned. Then the lecturer prepared the material by opened the material book.

## 2) While Activity

In while activity, the lecturer taught with the topic about Mecca, the process of using pre-reading on while activities were: the lecturer assess students' background knowledge of the topic and content the text by asking students' about what did they know about the text through the title, the students mentioned what they know, for example "Zam-zam water and palm fruit" after that the lecturer told more about Mecca and gave some examples about Mecca such as "holiest city, birthplace of Muhammad and Kaaba". The lecturer told the students' about kind of text they would read, and on passage was about narrative text. After that, the lecturer asked the students to read together then asked the students to read sentence by sentence one by one and paused in sentence which had difficulties in vocabularies and asked the students' to predict the translation about the vocabulary. The students mentioned the vocabularies they didn't know and found the translation. For example "cave is *gua*, obligatory is *wajib*, prohibited is *dilarang*" and so on.

Then the lecturer asked about the students opinions about the text and allowed students to ask some questions. Then, students was asked to answer questions

about 5 items that is related to the passage, the lecturer gave time to answer about 2 minutes per item, after the students finished to answer the questions, the lecturer called student's name and asked to answer and correct it together.

### 3) Post Activity

Based on the researcher's observation, the researcher saw the activities that had done by lecturer, before the class ended, the lecturer asked students to remember the lesson that they had learned before. At the end of teaching and learning process, the lecturer reviewed the lesson in brief and after that the teacher closed the lesson by *Hamdalah*.

Based on the problem of statements in this research, they are: how is the use of pre-reading activities in teaching reading comprehension and how are students' responses toward pre-reading activities in learning reading comprehension at students of PPB State Islamic University of Antasari Banjarmasin 2016/2017.

Based on the observation and interview, the researcher found that some pre-reading activities used in reading comprehension at PPB State Islamic University of Antasari Banjarmasin, at least they are:

- a. Assess students' background knowledge of the topic and linguistic content of the text.
- b. Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess.
- c. Clarify any cultural information which may be necessary to comprehend the passage.

d. Make students aware of the type of the text will be reading and the purpose for reading.

## **2. The students' responses to the use of pre-reading activities in reading comprehension**

Based on observation and interview, the researcher had known about students' responses to the use of pre-reading activities in reading comprehension at PPB students of State Islamic University of Antasari Banjarmasin. From the result of students' response in reading comprehension by using pre-reading on 1<sup>st</sup> until 3<sup>rd</sup> meeting were fun and relax during pre-reading activities because it enhanced students' comprehension and made them easier to understand about passage. It also made the students more understand about what they read more quickly than before they used pre-reading activities.

From 4<sup>th</sup> until 6<sup>th</sup> meetings, students' responses toward the lesson became less interested because they felt bored toward the lesson that they had learnt was all about narrative text and report text. The students wanted to use material about dialogue but in the book there was no about dialogue for reading on that chapter. But over all using pre-reading in reading comprehension gave many benefits. Students' responses toward pre-reading activities was good because it helped them to understand more about reading. Some benefits they got were : understand more quickly than before used pre-reading activities, activated or build the students' knowledge of the subjects, provided any language preparation that might be needed for coping with the passage, and motivated the

learners to want to read the text. In contemporary practice, pre-reading activities introduce learners to some vocabulary and the topics in the text and perhaps motivate them to want to read further. In this pre-reading stage, the teacher is a guide and as a facilitator.

## **B. Discussion**

The data that collected from the observation, interview and documentary are processed and presented on described in findings. Then, the data is analyzed and reported systematically based on the statement of the problem that were about the use of pre-reading in reading comprehension, and also students' responses to the use of pre-reading activities. For further description, it was known from analysis below.

### **1. The use of Pre-Reading Activity in Reading Comprehension**

Based on the research result from observation, it can be known that pre-reading is used by English lecturers teaching in the classroom, with schedule that had been specified by using pre activity, while activity, and post activity. Also, it can be known from the steps or activities of teaching reading that used by the lecturer, student's responses and students' mastery in reading comprehension.

There were three activities the teacher did : pre activity, while activity, and post activity:

**a. Pre Activity**

This step aimed to make the students get ready to study. Based on observation from 1<sup>st</sup> until 6<sup>th</sup> meeting were found that the lecturer greeted the students, asked them who student did not present. This step aimed to remind the students about the previous lesson and how their responses to the lesson that had been given by lecturers. The lecturer was success in stimulating their interest and motivation before started the lesson. The lecturer assessed students' background knowledge by asked the students' what they know about the material and gave background knowledge to the students' or activated the existing knowledge by giving brainstorming. The lecturer also clarified cultural information which might be necessary so that the students easier to comprehend the passage by explaining the main idea of the text. Also, it made students aware of the type of the text they would read because the lecturer told them about the kinds of the text. In pre-reading steps, lecturer using pictures on teaching to make students easier understand their captions. When reading, the lecturer asked the students' to skimming the text to get main idea about the text which might be facilitated them to elicited related prior knowledge. After that, in reading process, reviewed vocabulary or grammatical structures also needed because some students have lack of vocabularies and didn't understand well about grammar. So it helps students to fixed their reading comprehension. After finished reading, the students were asked to answer the questions related the text and guided practice with guessing meaning from the context or checking comprehension while reading to

made sure that students really understand about the passage and proved that pre-reading is very useful for reading comprehension.

Lecturer preparation is an important part of every lesson because it will help the lecturer in teaching, such as helps students develop the knowledge and skill they need in the classroom, more likely to remain in teaching, and can produce higher students achievement. A lecturer should know exactly what materials and in what order he or she will give the lesson. Teaching reading means due to the complex nature of the reading process. According to Pang, et.al (2003, p.6), reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Based on observation, lecturer preparation in teaching is material (book and picture). The material have to appropriate with students' need such as dialogue, text, passage or picture that related to reading comprehension.

**b. While Activity**

Based on the observations, In while activity, the lecturer taught English in reading comprehension with the various of topic. On 1<sup>st</sup> and 2<sup>nd</sup> meeting, the teacher introduced the kinds of home remedies to students, and the lecturer also intruduced a passage. On 3<sup>rd</sup> and 4<sup>th</sup> meeting, the lecturer introduced a short



passage about London. On 5<sup>th</sup> and 6<sup>th</sup> meeting, the teacher introduced a text about Mecca. From the observation, the lecturer always introduced a new expression/vocabulary/passage appropriate with material and context.

In the other hand, a lecturer actually had to appropriate all of things that related to the students' need and program. PPB program that also learn English (listening, speaking, reading and writing) in General English. Based on observation on 1<sup>st</sup> until 6<sup>th</sup> meetings, the process of pre-reading on while activities were: the lecturer showed a picture that was related to the passage, the lecturer often used media such as pictures, passage and text that was related to the material. The lecturer also used whiteboard to make teaching and learning process easier.

Students were asked to guess or identify about the picture/passage/short text, it makes both lecturer and students aware of what they were going to do during the class. It is better for the lecturer to make the students more active and enthusiastic. Before the lesson started, the lecturer stimulate the students.

The lecturer gave explanation about the material to the students, after that the lecturer asked some questions to students about the materials, if there were something that they had not understand yet. After that the lecturer read passage (on the book) and then the students repeated it what lecturer said individually or whole class.

Based on observation, the lecturer used pre-reading activities because it can be shown that the teacher said modals (the word or phrases) and the students repeat it. In order to make teaching reading became easier to students, teacher can

motivated them by using pre-reading stage. Pre-reading means that the teacher performs activities such as relating passage contents to students' words, presenting key vocabulary prior to encountering it in texts, and noting the organization of passage, so the students can use it as a tool for understanding. Readence, et. al. (2002, p.1).

**c. Post Activity**

This step is to sum up the teaching and learning process and activities. The observation showed that the lecturer summarized the lesson to make the students get the idea about what they have learned. After that, in this activity the lecturer can know are the students understand about the material or not could understand or not. From this activity that was used by the lecturer, it can be concluded that comprehend reading was good because the student more relaxed in learning english and the lecturer always used all activities in teaching and learning process. So, from the activities that were used by the lecturer, it could be concluded that the comprehend reading through pre-reading activities at students of PPB State Islamic University of Antasari Banjarmasin was good category, because the lecturer used the techniques of reading comprehension well.

**2. The students' responses to the use of pre-reading activities in reading comprehension**

Based on the observation, students' and English lecturers interview that the students of PPB State Islamic University of Antasari Banjarmasin gave response

when they read using pre-reading activities. Students' responses on 1<sup>st</sup> until 6<sup>th</sup> meeting were happy and enthusiastic to join the lesson. Using good media to support this technique such as picture will give benefits to students and lecturers. Over all using pre-reading in reading comprehension gave many benefits. Students' responses toward pre-reading activities was good because it helped them to understand more about reading. Some benefits they got were : understand more quickly than before used pre-reading activities, activated or build the students' knowledge of the subjects, provided any language preparation that might be needed for coping with the passage, and motivated the learners to want to read the text. In contemporary practice, pre-reading activities introduce learners to some vocabulary and the topics in the text and perhaps motivate them to want to read further. In this pre-reading stage, the teacher is a guide and as a facilitator.

Recent research brought to light a new lesson format that gave due importance to pre-reading activities. It was found that what is done before reading is very beneficial for understanding the text. This preparation work is what helps students get connect the new information to what they already know. This new format suggest that 50-60% of the lesson should be spent on pre-reading activities. These activities are often fun for both the teacher and students.

The use of pre-reading activities is a practice that should be done repeatedly or continuously by students to gain specific knowledge and skill to become permanent, steady, and can be used at any time automatically. Thus, the pre-reading activities of learning has advantages that can expand students'

understanding and being able to use knowledge, as well as their skill as is already accustomed.