



The Use of Pre-Reading Strategy in Teaching Reading Comprehension

Mila Silvia Febrianti¹, Moh. Nur Arifin², Tatu Siti Rohbiah³

^{1,2,3} Universitas Islam Negeri Sultan Maulana Hasanuddin Banten

milasilviafebrianti@gmail.com

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Abstract

This study aims to find out the kinds of pre-reading strategy used by the teacher and how to apply pre-reading strategy in teaching reading comprehension. The formulated problems of this study were: (1) What kinds of pre-reading strategies are used by the teacher? (2) How is a pre-reading strategy applied for teaching reading comprehension? This research was conducted through qualitative research. The type of research was specifically a case study. The participants of this study were 33 students and one English teacher at the ninth-grade students of SMPN 1 Mancak, Serang. Observations and interviews were used to collect the data. The findings of the study indicated the teachers apply several kinds of pre-reading strategies, such as brainstorming, pre-teaching vocabulary, pre-questioning, and previews. There are some students who have barriers in reading comprehension due to lack of vocabulary. So, the teacher applied pre-teaching vocabulary to increase the students' vocabulary. Besides, there are those who have trouble applying the kind of pre-reading strategy known as pre-questioning. Pre-questioning seems to be the most difficult to apply in Junior High School student. On the other hand, other kinds can assist students in determining a topic sentence of the text.

Keywords: pre-reading strategy, teaching reading

Introduction

Vacca and Vacca (1989) claimed, in a reading classroom the teacher is responsible for creating directions that enable students to enjoy the process of learning from the text. From the beginning of the reading period, teachers must assist students in getting along with the text. Armbuster (2002) stated that pre-reading activities are especially meaningful because they help students prepare to read a text. Colorado (2008) suggested, pre-reading activities will pique a student's interest, trigger prior information, or pre-teach potentially challenging the ideas and vocabulary". It means that pre-reading activities will pique a student's interest, evoke previous knowledge, or train them for

potentially difficult concepts and vocabulary. Students are better prepared for comprehension with a pre-reading strategy that familiarizes them with the subject, vocabulary, and structures that they may encounter in the text. It can also help students improve their reading comprehension by preparing them to read the text. Wijaya (2016) stated, pre-reading is essential for triggering and building prior knowledge, and some pre-reading activities are constructed to help students understand what they are reading. Pre-reading activities may be done to help students appreciate the quality of the reading provided by the teacher.

Based on the research problem, this research mainly focuses on the English



teacher's strategies in using pre-reading strategy in teaching reading comprehension. Therefore, this study focuses on what the kinds of pre-reading strategies used by the teacher and how the teachers applied pre-reading strategies as a strategy in teaching reading comprehension in narrative text.

There are some previous studies as a consideration in doing the research. First, the effect of pre-reading activities on reading comprehension at the Eight grade of Islamic junior high school Brembang Muaro Jambi by Jamilah (2018). Second, pre-reading strategies on reading comprehension of EFL students by Lailiyah, Wediyantoro, & Yustisi (2019). Third, the effect of pre-reading activities on the reading comprehension performance of Ilami High School student by Azififar (2014). Fourth, the implementation of pre-reading strategy in improving students' reading comprehension score by Rustika (2018).

The distinguishes between the previous studies and the research to be carried out is in the first previous study the effect of pre-reading activities on reading comprehension at the Eight grade of Islamic junior high school Brembang Muaro Jambi is to see how using pre-reading activities through pictures media affected students' learning outcomes and reading comprehension, the second previous is to see the difference in reading comprehension performance between the two groups revealed a high potential that students who received pre-reading strategies before

reading the text were more successful in comprehension than those who did not, the third previous is to find the significance of applying pre-reading activities in teaching reading comprehension, the fourth previous is to see how the implementation of using pre-reading activities to develop the reading comprehension While this research focuses on what the kinds of pre-reading strategies are used by the teacher and how to apply pre-reading strategies to ninth grade students.

The writers are curious about teachers' strategies for teaching reading comprehension which is pre-reading activities. The teacher's and students' experiences of using pre-reading strategies are being investigated by a researcher. A researcher seeks to figure out what the kinds of pre-reading strategies are used. The formulated problems of this study were (1) what kinds of pre-reading strategies are used by the teacher? (2) How is a pre-reading strategy applied for teaching reading comprehension? The objectives of the research are as follows: (1) to know the kinds of pre-reading strategies that used by the teacher in teaching reading comprehension at the Ninth Grade of SMPN 1 Mancak; and (2) to know the pre-reading strategies applied for reading comprehension at the Ninth Grade of SMPN 1 Mancak.

Theoretical Review

Teaching reading should be taught in a way that makes learning meaningful. Killer



(1979) stated that teaching approach supports his idea of importance, and that the usefulness of the knowledge being taught often overlaps concept power. Nunan (2003) explained there are two important aspects to teaching reading. The first category includes students who are just beginning to learn to read. Meanwhile, the second thing to remember is teaching reading to students who already know how to read in their native language. Teaching English necessitates the learners' ability to use the language in daily experiences, whether in the classroom learning process or in formal communication. For students learning a second language, learning English may be enjoyable. In this case, English teachers should be well-prepared in the classroom. It is important for teachers to build a positive learning environment and keep students from being bored. Teaching should be taught in a way that makes learning meaningful.

Reading comprehension can be defined as the process of comprehending the meaning of a text or sentence. It is an interactive activity between the text and the readers (Usman, 2020). Reading comprehension can also be viewed as one of the necessary skills for EFL teachers to resolve difficulties in comprehending texts and assignments that must be completed effectively, rapidly, precisely, and skillfully.

Lieber (2010) identified three significant problems that obstruct the reader's comprehending, such as a lack of vocabulary,

difficulty in using sign language for meaning, a lack of conceptual understanding. So, she argued pre-reading strategy may help in resolving these problems by pictorial context, pre-questioning, and pre-teaching vocabulary.

Vacca and Vacca (1989) argued pre-reading activities include activities and discussions prior to reading that help students minimize their anxiety about the texts. Students' context awareness can be enabled by pre-reading activities. Nunan (2003), the readers' history information involves all interactions gained and carried to the reading texts. Pre-reading activities assist students in connecting their prior knowledge to the new information contained in the text. In the pre-reading stage of the reading classroom, teachers play an important role in providing successful guidance.

Pre-reading activities have been referred to as instruments teachers can use in the classroom to active students' context knowledge. It can be conducted that pre-reading is very successful because it allows a reader to provide basic information about the organization and quality of the material.

There are several strategies that can be used in teaching reading comprehension. The first is Pre-Reading Strategies. Brainstorming is one of the most common activities in pre-reading strategies. Brainstorming is a technique for generating a large number of thoughts about a certain subject. Students are asked to call out vocabulary, knowledge, and



experience that are important to the text, as well as relevant language and an expectation meaning, in this activity. Beside it, sequencing pictures is the next activity that can be used. It is an activity in which students are asked to make an image that relates to the text and offer important background information in order to create a sense of expectation. It is also critical for teachers to explain new vocabulary with students at this point, as this will aid their comprehension of the material. When students struggle with unfamiliar words, the teacher can encourage them to use a dictionary.

Second one is While-Reading Strategies. A teacher can develop appropriate strategies to assist students in comprehending the text throughout this reading stage. There are two types of reading aloud: reading aloud to students and reading aloud by students. Reading aloud to students can be used to introduce students to popular culture and to challenge literature, while reading aloud by students can develop class cohesion and encourage students about the book. Silent reading is the next activity that the teacher can initiate at this point. Because it focuses on gaining meaning from print, Anderson said that silent reading is largely used in reading comprehension.

The next is Post-Reading Strategies. A teacher's main responsibility at this stage is to evaluate students' understanding of certain assignments as recommended by an online

publication. Teachers can engage in tasks such as scanning questions, summarizing, determining the learner's goal, and following up in this situation.

Hedge (2000) stated that teachers can choose from a range of activity types and mix them together. Pre-reading strategies can be applied in teaching reading comprehension in a variety of ways.

The first is Brainstorming. The students must mention terms and ideas that have connections with the teacher's keyword during the brainstorming activity. This may take the form of giving the class a specific key word or key term, or it may be a newspaper headline or book title (Wallace, 2003). Brainstorming has three benefits. They require little teacher training, give learners a lot of leeway to bring their own prior experience and opinions to bear on a specific application and can include the entire class.

The second is Pre-teaching vocabulary. The students' benefits from pre-teaching vocabulary are in order to improve their reading comprehension. Pre-teaching vocabulary, according to Mihara (2011), will help students deal with foreign words or phrases that can obstruct their comprehension. Armbruster and Osborn (2002) found a connection between vocabulary mastery and reading comprehension. Students would have a greater understanding of the text if they have a clear command of the text's vocabulary. It



has indicated when major concepts are introduced prior to reading, both skilled and less skilled readers gain; in fact, less skilled readers performed just as well as competent readers from the control group who did not receive any previous knowledge activation. The access, instrumental, and knowledge impacts of vocabulary knowledge, as well as prior knowledge activation, have been related to pre-teaching vocabulary. Pre-taught vocabulary allows students to comprehend a text with more difficult words.

The third is Pre-questioning. Giving questions about the text is another pre-reading practice that can be used before reading. Some pre-reading activities simply consist of questions to which the reader is expected to find answers from the text. In addition to having pre-questions, the instructor will ask students to come up with their own questions about the reading text. Vacca and Vacca (1989) stated that teaching students to create their questions about content to be read is one of the main instructional goals of pre-reading preparation.

The fourth is Visual aids. Pre-reading activities that include visual materials may aid students in triggering or expanding their context knowledge. According to Navarro (2008), visuals play a significant role in the creation of schema for English language learners. Pictures, images, and other media may be used. Pictures and other material will trigger student's prior knowledge.

The next is Conceptual related reading. Giving the students multiple texts on the same subject can also help them activate their context knowledge and develop their frame of reference. According to Vacca and Vacca (1989), multiple texts are a technique for developing multiple viewpoints and context information for idea growth. There are many resources available to assist students in developing ideas from what they learn. There are a number of textbooks, popular books, pamphlets, and magazines available.

The last is Previews. Students need a frame of reference to grasp new material, so previews help them do that. Vacca and Vacca (1989) discussed several steps in creating a preview. To pique students' attention, the teacher should make a series of short statements and ask one or more questions, creating a link between a common subject and the story's theme, and encouraging students to consciously concentrate on the theme. Teachers should also include a plot summary of the story that contains main points (without signaling the resolution or outcome of the plot). Furthermore, within the framework of the preview passage, the teachers will identify a number of main words.

Method

The researcher used a qualitative method with a case study approach to get the data. In qualitative research, a case study was the primary principle, idea, or process that



was investigated (Creswell, 2002). The researcher conducted observation and interviews to learn more about the use of pre-reading strategies in reading classes, as well as helped to know the kinds of pre-reading strategy. The objective of the case study can be completely understood when a qualitative researcher performs an in-depth interview with a topic. In a case, the researcher isn't involved in the teaching and learning process. Researchers only pay attention to all activities that take place during the learning process. As a result, this research will show how teachers in the classroom use pre-reading strategies in teaching and learning activities to help students enhance their reading comprehension.

The student's ninth-grade of SMPN 1 Mancak, Serang and the teachers of English classes were the subjects of this study. There were 33 students and one English teacher. A few students had been interviewed.

The topics of interview with the teacher could be described as follows.

Table 1. Interview Guidelines for Teacher

Aspect	Indicator
The kinds of pre-reading strategy	Mention the kinds of pre-reading strategy used by the teacher
Applying of pre-reading strategies	Teacher applies pre-reading strategy in teaching reading comprehension

The topics of interview with the students could be described as the table follows.

Table 2. Interview Guidelines for Students

Aspect	Indicator
The kinds of pre-reading strategy	Mention the kinds of pre-reading strategy used by the teacher
Applying of pre-reading strategies	Teacher applies pre-reading strategy in teaching reading comprehension

The topic of observation could be described as follows.

Table 1. Observation Guidelines

Pre-reading strategy	Indicator
Brainstorming	Give a specific keyword or key term to know the material will be discussed
Pre-teaching vocabulary	Make a list or highlight the difficult words, or phrases from the reading text
Pre-questioning	The teacher asks students to make a question about the reading text
Visual aids	Giving the pictures or other media to trigger students' prior knowledge
Conceptual related reading	Use a popular book, or magazines to develop students' perspectives
Previews	The teacher makes a short statement based on the theme related to their surroundings
Student's responses	The students understand learning process The students have trouble or problem in understanding the material

Result

The observations were conducted twice. Based on the findings of the first observation, the teacher uses two kinds of



pre-reading in teaching reading comprehension. The kinds of pre-reading strategies used are brainstorming and pre-questioning. In applying this pre-reading strategy, not all students fully understand.

According to the observations, the teacher gives the keywords of a topic that is discussed in the learning process. This is called brainstorming. After that, the teacher asked the students to open the textbook, and they were given 15-20 minutes to understand the contents of the text. Then, students are also asked to pay attention to the title, picture (if any), and pay attention to the content of each paragraph. Besides that, the teacher asks students to make a group consisting of 2 people. Then, they make questions related to the material to be discussed. This kind is pre-questioning. However, based on observations, only 1-2 groups can make questions since they have difficulty in making the questions.

Based on the findings of second observation, the teacher uses two kinds of pre-reading strategies also in teaching reading comprehension. The kinds of pre-reading strategies used are pre-teaching vocabulary and previews. In applying these kinds, students are able to comprehend the subject effectively. Students who did not have a large vocabulary at the start improved greatly their vocabulary.

According on the findings of the researchers' interview to the English teacher, there are kinds of the pre-reading strategy

used in reading comprehension and how it's applied in teaching reading comprehension, namely brainstorming, pre-teaching vocabulary, pre-questioning, and previews. Based on the data, the teacher introduces the material by making a brief statement about the current situation, or called it as a preview. The teacher connects the current pandemic to the learning theme of "let's live a healthy life". The teacher then asked the students to read the material and look for difficult vocabulary or words that they didn't understand which is known as pre-teaching vocabulary. Following that, the learning process went well. Even if there isn't always enough time, the teacher will assign homework to students related to the material they are discussing.

After analyzing the data from observation and interview, the researcher will discuss the findings of the use of pre-reading strategies in teaching reading comprehension. Based on the research findings, the researcher explains that there are some kinds of pre-reading strategies used by the teacher, such as brainstorming, pre-teaching vocabulary, pre-questioning, and previews. From the kinds of pre-reading strategies that have been mentioned, the strategies applied by the teacher are quite effective in their learning process. The detail information of the main findings as follow:

The Kinds of Pre-reading Strategies

Based on the data observations there are four kinds of pre-reading strategy applied



by the teacher. In first observation, brainstorming and pre-questioning were applied by the teacher. While the second observation, the teacher applied pre-teaching vocabulary and previews. From the sight of researcher based on the observation, pre-questioning seems like difficult to apply in Junior High School student because the students did not mastery the vocabulary very well. Meanwhile, from the interview with the teacher, pre-teaching vocabulary the easier be applied in teaching reading comprehension. As a result, their vocabulary will increase.

Based on the students' answer through interviews, pre-teaching vocabulary, pre-questioning, and previewing are kinds of easily comprehended in pre-reading strategy. Pre-teaching vocabulary is the most chosen by students.

The Pre-reading Strategy Applied in Reading Comprehension

The first is Brainstorming. Based on the data in findings, this kind can be effective to use to see how well they understand the topic sentence of teacher's text. So, to know how students can think critically and how they read fluently or not. Based on data interview with the students, brainstorming is applied by giving the keywords to determine the theme of the material will be discussed.

The second is Pre-teaching vocabulary. Based on the data was presented, this kind used to know how extensive their vocabulary is. In addition, they can increase their vocabulary by making a list of the difficult

words or highlight the challenges words, phrase on reading the text.

The third is Pre-questioning. Based on the data was described, pre-questioning applied by creating a question. Before it, the teacher asks to the students for making a group. Each group consists of two students. Although this kind was applied by grouping, this kind is seldom used. There are still many students who cannot make their own questions. Not all students like English. So, it's a bit difficult to use those kinds of pre-reading strategy.

The last is Previews. Based on the data observation and interview with the teacher, this kind was applied in a meeting by theme "Let's live a healthy life". The teacher connects the subject to recent issues, such as the pandemic covid-19. In applying pre-reading strategy by preview need more effort. Because there must be someone who looks confused not understands what is being said.

Based on the data interview to the students, they have some barriers in reading comprehension. It's because they don't have a large vocabulary. So, many students cannot determine the topic sentence is. As a result of using the pre-reading strategy, many students will enhance their reading comprehension. Students will be able to think critically enough to identify the topic sentence of a given text when the teacher applies the kinds of brainstorming, pre-questioning, and previews, while with pre-teaching vocabulary to enhance students' vocabulary.



Based on the research found by the researchers, the students have problem with one of the kinds of pre-reading strategies; it's pre-questioning because with the pre-questioning, students are asked to make questions based on the given text. Another difficulty that the teacher experiences are he is unable to teach in full English. Because, junior high school students are still unable to communicate effectively in English.

Although there were some barriers with one of the pre-reading strategies applied, their reading comprehension is improving. The teacher makes great effort to make sure the students understand what is being taught.

Conclusion

Based on the research presented in the previous chapter, it can be concluded among previous studies and research is conforming, which previous studies lead to student learning outcomes towards the use of pre-reading, while this study was conducted to find out the kinds of pre-reading and how it is application. There are many different kinds of applying pre-reading strategy. Brainstorming, pre-teaching vocabulary, pre-questioning, and previews, to state few of. In applying pre-reading strategy has shown to be quite successful. Brainstorming, pre-questioning, and previews were applied to help students think critically. Whereas pre-teaching vocabulary was applied in order to enlarge student's vocabulary. In addition, the

teacher also said that there are many simple strategies for teaching reading comprehension to junior high school students.

Meanwhile, there are problems in reading comprehension, such as the students' lack of vocabulary. When students are unable to determine the topic sentence, as a result, the pre-reading strategy is applied. The students have not been able to make questions based on their understanding after reading the text. It's also caused by a lack of mastery of vocabulary. Then, the teacher also applied pre-teaching vocabulary in order for the student to have a large vocabulary. The last, further mixed-studies are recommended since in applying pre-reading strategies found several problems.

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