OPTIMIZING PRE-READING ACTIVITIES TO IMPROVE STUDENTS’ READING COMPREHENSION

(A Classroom Action Research at the 11th Grade of SMA N 6 Surakarta in the Academic Year 2012/2013)

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A THESIS Submitted to the Teacher Training Education Faculty of SebelasMaret University as Partial Fulfilment of the Requirements for the Undergraduate Degree of Education

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2013
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Surakarta, May 2013

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ABSTRACT

Lenggahing Asri Dwi Eko Saputri. X2211029. OPTIMIZING PRE-READING ACTIVITIES TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research at the 11th Grade of SMA N 6 Surakarta in the Academic Year 2012/2013). Teacher Training and Education Faculty. Sebelas Maret University.

The aims of this research are to investigate: (1) how the use of pre-reading activities can improve the students’ reading comprehension. (2) the classroom situation when pre-reading activities are implemented in the reading class.

This research was carried out at SMA N 6 Surakarta in March 2013. The subject of the research was the students of class XI Bahasa 2 of SMA N 6 Surakarta in the academic year 2012/2013. The research method was Action Research. It was conducted in two cycles. The procedure of this research consisted of planning, action, observation, and reflection. There were two types of data in this research namely qualitative and quantitative data. Qualitative data were obtained by making notes and photographs of all the activities in the process of teaching and learning. Quantitative data were obtained from the students’ scores of pre-test and post-test.

The result of the research showed that: (1) the use of pre-reading activities could give many improvements of the students’ reading comprehension which include: (a) the students could easily comprehend English text. (b) the students could easily identify main idea, detail information, reference, word meaning based on context and cohesive device of reading text. The improvement of students’ reading comprehension could be seen from the mean score of pre-test, post-test 1 and post-test 2. The mean score of pre-test conducted before research was 61. The mean score of post test 1 of the first cycle was 74 and the mean score of post test 2 of the second cycle was 83.

(2) The use of pre-reading activities gave many positive impacts in the teaching and learning process which include: (a) the use of pre-reading activities could motivate the students to read and create enjoyable lessons, (b) the class was noisy but very active in making and checking prediction of text, (c) The students were very enthusiastic in reading a text because they have a reason for reading provided by pre-reading activity, (d) the students could join the lesson enjoyably when they got involved with the topic.
DEDICATION

From the deepest heart, this thesis is dedicated especially for:

👩‍❤️‍👨 My beloved father and mother

👦 My beloved brother
MOTTO

“Never put off till tomorrow what you can do today”

“Nothing happens unless first a dream”

(Carl Sanburg)

“Kebanyakandarikitatidakmensyukuriapa yang sudahkitamiliki,
tetapikitaselalumenyesalahapa yang belumkitacapai”

(Schopenhauer)

“Sesungguhnya setelah kesulitan itu ada kemudahan”

(QS.Al-Insyirah 5-6)

“Where there is a will there is a way”

(The writer)
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The writer realizes that this thesis still contains weakness. Therefore, any suggestion for improvement is welcome. Finally, she hopes that this thesis will be useful for all readers.

Surakarta, May 2013

Lenggahing Asri Dwi Eko Saputri

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