

AN ANALYSIS OF STUDENTS PERCEPTIONS OF PRE- READING ACTIVITY ON READING LEARNING PROCESS

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Abstract: Key words: reading, pre-reading activity, students, students perceptions

The pre-reading stage is steps before the reading text is given to the students, which will help students understand the text easily. In reading classes, teachers are responsible for preparing directions. Students often lack vocabulary in their schemes or do not have enough vocabulary to read the text, so it makes them confused and they do not understand. Pre-reading activities can develop their vocabulary and at the same time, help them to read the comprehension and improve the achievement of reading. So, the learners will be more active in reading by having this kind of activity, and the reading lesson will be more interesting and will improve their reading achievement later on. This study are to describe and explain how are student's perception of Pre-reading activity on student reading learning process at third-semester student of University of Islam Malang, and what kinds of Pre-reading activity that is used by the teacher to student in teaching Reading.

The research design of this study qualitative method, which belongs to a descriptive research. The researcher conducted this research at University of Islam Malang exactly the third semester students English Department in Faculty and Teacher Training and Education. While the participants of this study was five students taken randomly from each 4 classes, and two reading lecturers, the researcher decided to took the students which had A score in reading course in previous semester to classes A and D, and the researcher took only 5 students. The teachers interviewed by the researcher, namely teachers who have experience in teaching reading classes. The instrument of this study used two type of the interview worksheet. The first for the teacher, and the second for the students. The interview worksheet for the teacher consist of sixteen questions related to what strategy used, and related to Pre-reading activity used in learning process. The interview worksheet for the students consists of 18 questions which is related to students perception of pre-reading activity applied by the teacher. The interview used a smartphone voice recorder. The questions of the interview questions were made by the researcher.

The finding showed that brainstorming, discussions, skimming, scanning, KWL strategy, pre-vocabulary were the varieties of Pre-reading activities implemented on Third Semester Students on Reading Learning process. The result of this study showed that the students have positive perceptions and good opinion about pre-reading activity used on their reading learning process. for the students pre-reading activity is very useful for them to be more ready to receive was record the material. Also, pre-reading reading activity makes them curious about the text, interested and can motivated to read difficult text. Then, pre-

reading activities can help them imagine the content of the text and remember their experiences related to the topic of the text.

INTRODUCTION

English become an international language in the world. Science, news, theory, philosophy, and many others can be learned from other countries . The important things to remember is they use English. Being able to read in English is very important, because there are many books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life. We read many kinds of written in English from newspaper, magazine, to academic books using English. In reading classes, teachers are responsible for preparing directions that will give students feel interesting in learning the English text. Vacca (1989) That as a teacher must facilitate students to more easily understand the context and content being taught. choosing the right strategy and creating a pleasant atmosphere can make students enjoy the learning process more and can be more focused in responding to what the teacher explains. Students often have a vocabulary that is lacking or lacks sufficient vocabulary in the schema to read the text, leaving them confused and clueless.

Furthermore, Ekaningrum & Prabandari (2015) these are types of Pre-Reading activities, such as a. brainstorming ; b. pre-teaching vocabulary; c. pre-questioning; d. visual aids; e. conceptually related reading; f. previews; g. KWL strategy; h. skimming and scanning i. discussions.

Nowadays, reading activity is a necessary in school or out of school. Reading activity are become an interesting activity to improve someones

attraction to a problem or public information. Moreover, reading activity can also increase new vocabulary knowledge and can help speaking fluency in public.

Many experts define reading with different meaning. According to (Tarigan :2008: 7) Reading is to transmit an imagination to a reader who is like and understood by someone who is loved by the general public. Activities for reading include reading aloud and reading quietly. Reading aloud is a reading activity that is done by reading aloud in public. Pre-reading training exposes students to some of the words and subjects in the text and can inspire them to want to learn more. In pre-reading, the teacher is the reference, motivator, and facilitator. However, it may be necessary to include more systematic methods, of course, various academic register different form of pre-reading, according to Dutta (1994: 39). There are several factors, according to Badrawi (1992), that affect the ability of students to learn to read: a. Development of concepts based on external and internal stimuli, b. Background to experiments, c. Competency in languages.

The pre-reading activity can build their words and at the same time help them in understanding the reading. So that with activities like this students will be more active in reading, reading will be more interesting and they will further improve their achievement in reading. Nuttal & Chistine (1982) they argue that debate or discussion encourages a productive battle with the text and the students practice the critical thought methods that good readers use.

Students' perceptions of the teaching techniques applied by the teacher are important. Students' perceptions show that teacher assessments meet students need.

In addition, students may have various views, as to whether they are effective or not in helping them achieve reading ability.

In the third students at University of Islam Malang, their reading teacher has implemented this pre-reading activity as known by the researcher. Therefore, the researcher wanted to know in more detail about the students' perceptions on this pre-reading activity which was implemented by the teacher, and to know their responses related to what activities were mostly fun for them in learning reading. This research aims to determine the pre-reading activity implemented by the teacher in reading teaching, and also aims to explain and analyze students' perceptions of the pre-reading activity implemented by the teacher. The researcher formulated the research questions as follows :

1. How are students perceptions of pre-reading activity on Reading learning process at third semester student of Universitas Islam Malang ?
2. What kinds of pre-reading activity that are implemented by the teacher to the students in teaching Reading ?

RESEARCH METHODOLOGY

There are two types of research methods; quantitative and qualitative. According to Creswell (2012: 12), there are three types of quantitative research design; experimental, correlational, and survey design. Qualitative research was applied in this study, which belongs to a descriptive research. This study using two type interview worksheet, the first one to the teacher and the second one for the students .

According to Best (1970:15) descriptive research is designed to obtain information about the status of current phenomena. They are directed to determine the nature of the situation at the time of the study. There is no treatment administration or control as found in experimental studies. Its purpose is to describe "what is there" with respect to a variable or condition in a situation. Therefore, descriptive research involves a description, analysis, and interpretation of current conditions.

The perception itself needs to be presented comprehensively in order to get deep explanations of the real condition. For this reason, the researcher applied descriptive qualitative study as the research design.

The researcher conduct this research at University of Islam Malang exactly the third semester students English Department in Faculty and Teacher Training and Education which is located in Jl. Mayjen Haryono Gg. 10 No.193, Dinoyo, Malang, East Java. In third semester students, there are five classes A, B, C, D, with the same level and handled by four lecturers. In this study, the researcher decided to took the students which had A score in reading course in previous semester to classes A and D, and the researcher took only 5 students to the class A and D. The teachers interviewed by the researcher, namely teachers who have experience in teaching reading classes and who receive assignments from the faculty to teach reading classes every semester. The total participants of this study was five students from four classes, and two reading lectures.

In this research study, the researcher use two type of the interview worksheet. The first for the teacher, and the second for the students. Before making a schedule with the students, the researcher ask permitted to the reading

teacher to make an interview. The interview worksheet for the teacher consist of sixteen question related to the what strategy used, and related to Pre-reading activity. After geting opurtunity to make an interview with the lecturer and getting the information which is needed by reseacher, the researcher make schedule to make interviewed with the students with via text whatsapp. The students interview worksheet for the sudents consist of 18 questions which is related to students perception of pre-reading activity aplied by the teacher. The interview was record using smartphone voice recorder.

Qualitative study is demonstrated by its purposes, which contribute to the comprehension of certain facets of social life and to the production of terms in general rather than statistics as data analysis..The results of qualitative research are in form of descriptive result. All results from the interview data were converted into a textual form for clarity and easy reading. After that, the researcher read all the data obtained from the interviews. In the next step, the researcher read in more detail by classifying the data or categorizing the data obtained according to the research problem. And continuing to make an review the codes and revise and incorporate them into the theme, in this step, the researcher aims to get a belief or opinion about students' perception of pre-reading activity. The reseacrher begins to interpret the data that has been obtained, in this section, the researcher focuses on describing what kinds of pre-reading activity implemented by the teacher and how the student's perceptions through pre-reading activity.

FINDING AND DISCUSSIONS

a. Students Perceptions Of Pre-Reading Activity

Based on the results of interviews conducted with five students, they explained clear details regarding their perceptions of the pre-reading activity and also how they went through the reading learning process. The five students also have good opinion about the pre-reading activity. As some of the respondents said that pre-reading activities for me, made me more ready to accept the material or text provided by the teacher, also did not saturate the classroom atmosphere, and could make me more prepared in receiving reading material.

Also as bustomi said that pre reading activity is very good if it is applied when starting a reading. When there is evaluations or assignments are held, and student responsibilities begin to feel uncomfortable, the teacher can change the learning techniques. The five students interviewed had almost the same response. They responded positively to the this pre-reading activity.

Most of the respondents agreed that they got many benefits from carrying out reading activities. These results are supported by the fact of the level of agreement on the statements in the questionnaire. The respondents believe that pre-reading activities help them understand reading texts well. Respondents agree that reading activities help them make predictions about this information. Respondents also believe that reading activities can help them imagine the content of the text and remember their experiences related to the topic of the text. In addition to making students more ready to receive the material that the teacher will give, pre-reading activities can also make students' brain chills (senam otak)

as said by sandria. This pre-reading activity is also a great activity to implement in a reading class.

Besides, the students I interviewed said that the difficulty they experienced in carrying out the learning process in the reading class was when they received new texts and their vocabulary mastery was still not proficient. Therefore, they also had a positive perception of the pre-reading activity that made they are better prepared to receive the material. From the interview results, it can be concluded that the pre-reading activities that students often did are skimming, scanning, discussion and pre-vocabular, because accepting a new text that has never been known before is difficult if the teacher are not given time to understand the text. As said by NS when he was faced with difficult texts apart they using skimming or scanning pre-reading activity, they also translated vocabulary that was difficult for them to understand through a dictionary, and that statement was also said by other students who I interviewed. From the transcript of the interview that I got, the researcher also got the point that because English is not their daily language, they need an activity to provoke their understanding of an English text, because it is not uncommon for what they understand to differ from the original intent of the text.

When students are given a text that for them is difficult without pre-reading activities first, they force themselves to be ready, on the other hand they must feel confused. Besides that, to a statement “Do you also think that sometime pre-reading activity is unnecessary”. because according to them, pre-reading activity have big benefit for those who are not proficient in English and also good impact to their understanding from the material or the text. Most students disagree if

sometimes they feel that pre-reading is not necessary before starting the material or text given by the teacher. But also one student has a different opinion regarding this matter, which is he said that sometimes pre-reading activity is not necessary because it is a wasting time. The students also gave good responses to question “Do you think that pre-reading activity is very useful”, because for them pre-reading activity is very useful for them to be more ready to receive the material. Furthermore, the respondents said that pre-reading activity makes them curious, interested and can motivated to read a difficult text. Then, Pre-reading activities can help them imagine the content of the text and remember their experiences related to the topic of the text.

b. The Varieties of Pre-reading Activities Implemented on Third Semester Reading classes

As explained by the teachers, all strategies are good and should be applied in every meeting, including this pre-reading strategy. This strategy is best applied before starting the reading class activity, which plays a role so that students can receive the material to be given more readily. The application of pre-reading strategy itself is applied flexibly, because during this pandemic, the students are difficult to control.

From the interview result, the researcher analyzed the strategies and pre-reading activities used by the teacher as follows: a. Brainstorming; b. Discussions; c. KWL strategy; d. Pair work; e. Two stray; f. Pre-vocabulary .

According to the finding above, it can be discussed, the majority of the third semester students have a problem in learning vocabulary, and their vocabulary mastery because of the imperfect vocabulary mastery. And they

respond very positively to the pre-reading activities implemented by the teacher, which has a positive impact on the reading class they are in and also helps them understand new vocabulary more easily. And students also said that the pre-reading activities they like often use are skimming, scanning, discussion, pre-vocabulary. And it is also related to the teacher's statement about pre-reading activities that are often used by the lecturers are skimming, scanning, discussion, KWL strategy, pre-vocabulary, and the techniques used in accordance with student responses, and sometimes teachers also have to change teaching techniques if student responses are not good enough.

CONCLUSION AND DISCUSSIONS

Based on the finding and discussions above, the researcher conclude that the result of the research showed that there were five varieties of the pre-reading activities implemented by the teacher. They were brainstorming, pre-teaching vocabulary, skimming and scanning , and KWL strategy, and also there are discussion and drilling techniques which are also often used by teachers in the reading learning process.

The second finding is about students perception of pre-reading activity in reading learning process were good response and positive. That most of the respondents believed and agree that pre-reading activity was good activity to make them more ready to receive the material will given by the teacher, and also helps them understand new vocabulary and texts more easily. Therefore, it can be concluded that pre-reading activity makes them curious about the text, interested, and also motivated to read a difficult text. And also, pre-reading activities can

help them imagine the content of the text and remember their experiences related to the topic of the text.

The suggestions For teachers this research can enhance teachers' insights regarding various reading learning strategies, models, approaches, and techniques in teaching and learning English. Teachers are expected to be able to improve and apply pre-reading activity to the students' to be better prepared in receiving the material will be given, especially reading, and can make the student imagine the text what will be learned, and can improve students reading skills using pre-reading activity.

For students, hopefully to know what important things to make their reading understanding be better. So that, the students can make them improve their reading skills and increase their reading capability. Where pre-reading activity can become important to improve their language skills.

For the readers, this research may can help the readers to improve their knowledge about English teaching and learning strategies used. They will know several problem and perceptions that have to solve in learning. And hopefully will motivate the readers to continue this research.

For future researchers and other researchers, they can examine further, critically, and critically closest to this research to reveal many aspects in improving the quality of learning and learning strategies. And also the next researcher can develop this research in more detail and with more respondents in order to get more complete and more detailed information, so that this research is more perfect.

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Malang, 28 Januari 2021

Advidor I

A handwritten signature in black ink, appearing to be 'Mutmainnah Mustofa', written over a horizontal line.

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