



Students' Perception towards Pre-Reading Strategy at One of Senior High Schools in Konawe Selatan

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ABSTRACT

This study attempts to measure students' perceptions of the use of pre-reading strategies in learning English in the classroom and to investigate students' perceptions of pre-reading strategies which can help in learning English. This study uses data collection methods through student reflection and observation. The research was conducted at one of the senior high schools. Sixteen students participated in this study by filling out student reflection sheets to obtain information regarding their responses to the use of the pre-reading strategy. The results showed that the students' perceptions of the pre-reading strategy showed more good responses than the students who still experienced difficulties in learning using the pre-reading strategy method. The results of this study indicate the use of pre-reading strategy is encouraged as the result shows that students perceive the activity more easily particularly to understand the learning material given.

Keywords: Perception; pre-reading strategy; students' responses.

INTRODUCTION

Pre reading strategy is an activity that has been implemented in several countries and has been carried out by Heller & Greenleaf,(2007), (Biancarosa & Snow, 2006) states that there are three main phases in the reading process, namely: pre-reading, while-reading and post-reading. Pre-reading is the initial phase of reading. (Snow, 2002). Stated that the receiver, the target being perceived, and the context of the situation in which the perception is made are some of factors that may influence someone's perception. And Indonesia context this research has been done in Indonesia. Lia Maroetnawati (2013) pre-reading strategy helps student to reading comprehension, from the results of the research conducted, it was successful in helping students to improve their reading comprehension skills. However, this study did not include students' perceptions, so this research was continued to find out what students' perceptions were like in the pre-reading strategy. who conducted this research at Darrusalam Ciputat High School. In addition, this research has also been conducted at SMA N 2 Singingi, and while in the city of Kendari this pre-reading research strategy is still rarely done so the writer will connection of this research in one of senior high schools in Konawe Selatan.

Connecting of this research is because there are still many students who have problems in reading comprehension, in this problem the writer gets several issues that have been found in one of senior high school in Konawe Selatan. First many students do not have much experience reading expository text,



second teachers do not usually teach students strategies needed for understanding exposition text, and the last Student may not have sufficient background knowledge of the topic of the selection or of the structure of the text, this is all the problems encountered from the writer when conducting PPL 2.

From this observation, the problem connects with the student’s lack of vocabulary. To change the learning method, the writer will use pre-reading activity because this activity has three benefits: Can engage students in activity before reading. The purpose of this stage is to focus students on several Linguistic features in reading, text structure, and also direct students' understanding of ideas or problems from the given reading text; It will stimulate them in reading. The goal of this stage is that students are expected to be able to achieve learning outcomes optimal and can solve problems in reading. And this also aims to activate students' initial knowledge; will increase students’ attention reading. To be able to improve it in this case students will be given a reading adjusted to ability read students so students will be easier to understand the discussion of each given reading.

RESEARCH METHOD

The design of the study is descriptive qualitative method. Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. Kriyantono (2006) states that qualitative research aims to explain phenomena profoundly through deep data collection. This study designed by using qualitative method and collect data with using teaching observation, student reflection and documentation. From the data collected will be analyzed using qualitative methods and see whether the student perception to words pre-reading strategy can affect the ability of students in English class.

RESULT

This study aims to determine the extent to which the use of pre-reading can help students in learning English. These findings illustrate the results of using pre-reading in assisting students in learning English. Based on the research results, it shows that pre-reading can help students; this can be seen from the results of students' reflections taken during English learning on the pre-reading method in two meetings. The following will explain how the results of this study were obtained.

The Result of student responses

Strategy	Help student	Student finding
my opinion about learning today's is quite fun	pre-reading activity motivated me to communicate with my partners	increase my self confidence
Pre-reading method is very beneficial for me	pre-reading motivates me in learning English	this method helps me to communicate in English
very exciting	in this way I can speak English very freely with my friends	pre-reading method is very helpful in learning English
learning is very good and fun	strategy motivates me to communicate with my	strategy helps me communicate using English

	colleagues	
this activity is not boring	motivates me to learn English	pre-reading gave me a lot of motivation
learning is very helpful	learning method is very helpful	pre-reading helps a lot in learning
pre-reading activity is not boring	students get a lot of knowledge and students can help each other	pre-reading method helps a lot in learning English
very fun even though there are lessons	fun and easy to understand	very excited even though sometimes what I say is still a lot of mistakes
fun and exciting	pre-reading helps me in learning English	pre-reading helped me motivate a lot
fun and easy to understand	reading method helps a lot in learning English	pre-reading helps a lot in learning
A little difficulty to understanding	Easier to understand the material	pre-reading method helps a lot in learning English
Pre-reading method is very beneficial	The instructions of this method are clearly conveyed	this method helps me to communicate in English
learning is very exciting	pre-reading method is very helpful in learning English	I can speak English very freely
learning is very good and fun	this activity is not boring	we cooperate with each other from our bench

The Result of Students Response

Strategy	Difficult	Student finding
It is exciting but hard	It is exciting but hard	this strategy helps me to communicate in English
exciting, but a little difficult	very sharpening the brain to always think	motivating when studying
not bad but I don't understand	don't know how to translate Indonesian to English	this strategy helps in learning English
good but a little difficult	it makes me a little dizzy	don't really understand or know English

From the table above, the results of students' reflections show different perceptions of students' responses to the pre-reading strategy activities in class. The comparison of the results from the students' reflection table above shows the pre-reading responses. Most respondents in this reflection stated that a small proportion of students still felt difficult with the use of the pre-reading method in class, some



students still find it difficult to understand the material given because students' ability to speak English is still lacking, students do not have a dictionary, English vocabulary is still lacking. Some students still find it difficult to understand the material given because students' ability to speak English is still lacking, students do not have a dictionary, English vocabulary is still lacking.

DISCUSSION

This section provides a discussion of the research results. This study describes students' reflections on the use of pre-reading in helping students in learning English. In this study, researchers used 1 kind of instrument to obtain the results of this study, namely, students' reflection. In connection with the research question in this study about how pre-reading can help students in learning English. Based on the results of students' reflections collected by the researcher, the pre-reading method can improve students' abilities in learning English. This research is in line according to Nunan (2003) states that all experiences which are accumulated and brought to the reading texts belong to the readers' background knowledge. Pre reading activities help the students to relate their background knowledge and the new information which they find in the text.

Pre-reading method is very helpful in learning English, this research is in line according to (Hwang, Wang & Sharples, 2005). Pre-reading appears to be a good way to help students prepare for learning in class because students' readiness to learn is an important factor to achieve effective learning. According to (Kearsley, 2000). Thus, meaningful pre-reading refers to being prepared before learning takes place, while trying to relate new learning material to previous knowledge. The impression is that students get a lot of knowledge, and students can help each other, This research is in line according to (Sun and Huang, 2005) conducted an experiment with an experimental group and a control group, employing traditional instruction with or without asking for pre-reading Web-based learning materials. Pre-reading motivates students to read and speak English, this research is in line according to Marinak and Gambrell (2009) state, "Research confirms that student motivation is a key factor in successful reading. It means that the students who are motivated to read will perform well in the reading classroom.

Furthermore, the following will reveal how the results of student reflections during learning using the pre-reading method, from several meetings showing good student responses about the use of the pre-reading method in learning English, they looked enthusiastic, because the use of the pre-reading method can easily understand the material that students will create, according to Yusuf (2011) it has demonstrated the facilitative effect of activating the reader's initial knowledge to understand new texts. The pre-reading activity not only prepares the reader for concepts but also makes the task of reading easier and connects new concepts more meaningfully.

The student actively participate in lessons, this is because vocabulary knowledge is a foundation for learning a language as defined by according to Cameron in (Alqahtani 2015) vocabulary, is one of the knowledge areas in language, plays a significant role for learners in acquiring a language, but most students are afraid to speak English because they say that they do not have the English vocabulary to speak English, also a small proportion of students feel confused about English texts because they say that they are not used to being given text reading English.

CONCLUSION

Based on the findings and discussion in the previous chapter showing that the use of the pre-reading method can help students in English lessons, this research was carried out at one of senior high school in Konawe Selatan, started on February 25, 2020, to March 3. From the results of student reflections made



by most of the students revealed that the pre-reading method is a good technique in English, this is evident from the research findings which show that students are more active and easier to understand English learning material in class without hesitation. In addition, the results of student reflections show that students have made good progress from the first meeting to the last meeting. In addition, students who stated that they used pre-reading in English lessons could motivate them such as quick to understand, fun, active, enthusiastic in learning English. Not only that, but they also say, using pre-reading can help them understand English material more easily.

For any pre-reading strategy, teachers need to know the text and the information beforehand. Looking through the text, teachers need to find which information they want their students to know. This implication provides students with a better understanding before reading and it will allow them to comprehend the text effectively. Once this is found, the pre-reading strategy can be planned. Using nonfiction text, the information has a lot of higher-level vocabulary that can be difficult for the students. Texts that have difficult vocabulary words teachers should identify the words and provide them to the students in a previewing vocabulary activity. Within this strategy, students need to not only see the definition of the word they need to connect it to their prior knowledge. Knowing your students, and what they already know, is an important implication in order to find the ample pre-reading strategy. When a teacher looks at the pre-reading strategy non-fiction text and knows their student will be able to distinguish the major vocabulary words, they would then be able to decide that the book feature walk would be the better strategy. The book features walk activates the student's prior knowledge in that, if the content is something they have seen before they would be able to look through the text and connect it to their knowledge. The last implication is teachers providing their students new pre-reading strategies through scaffolding. Once the teacher finds the pre-reading strategy that is the best for the students, they then can scaffold their students to use the strategy to the fullest potential. Scaffolding allows the teacher to provide the support needed to assist a student's ability to build on prior knowledge and internalize new information (Scharlach, 2008). Students need support from the teacher to understand and use the strategy successfully. When the students can use the strategy, they will take that information and use it when they read independently in the classroom. Scaffolding allows students to read for comprehension and understand the information the teacher wants the students to know.

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