

ABSTRACT

RISTA MEILANY ASMARA: THE INFLUENCE OF PRE-READING ACTIVITIES ON READING COMPREHENSION SKILL IN HIGH SCHOOL LEVEL (A Pre-Experimental Study at the Tenth Grade Students of SMAN 21 Garut)

This research is about the use of pre-reading activity strategies to improve students' reading comprehension about narrative texts. The purpose of this study is to investigate how the use of pre-reading activity strategies can improve students' reading comprehension about narrative texts.

The purposes of this research were (1) To find out the students ability in reading comprehension before given pre-reading activities, (2) To find out the students ability in reading comprehension after given pre-reading activities, and (3) To identify the significance of students reading comprehension before and after given pre-reading activities.

The quantitative approach is used as a research approach because the researcher focuses on gathering numerical information and generalizing it to a group of people or to describe certain phenomena. This is a pre-experimental study involving tenth graders of SMAN 21 Garut, Talegong, Garut. Pre-experimental is used because researchers use one group and provide intervention during the experiment. The participants consisted of 30 students of class X-IPA 1 as an experimental group who were exposed to pre-reading activity strategies in teaching and learning comprehension of reading narrative texts. The researcher used 30 participants as a sample because this sample was considered suitable based on the researchers' observations during the teaching practicum and suggestions from the English teacher. Data obtained using pretest and posttest. Pretest is given before treatment, and posttest is given after treatment.

The results of data analysis showed that the average score in the pretest results before using the pre-reading activity strategy was 47.20 which was categorized as poor criteria. While the average score in the posttest results after using the pre-reading activity strategy was 72.67 which was categorized as a good criterion, the statistical calculation results were The number of t_{count} (11.57) > t_{table} (1.45) $H_0 =$ rejected. It means $\alpha = 5\%$, there are the significant differences of students' skills in reading comprehension before and after given pre-reading activities strategy. This means that there is a significant influence of pre-reading activities on students' reading comprehension about narrative texts showing that H_a is accepted. It is very important for teachers that we can make the pre-reading activity strategy an alternative reading strategy in teaching reading that uses text.