



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 6 Tahun 2023 Page 658-668

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Effect Of Pre-Reading Teaching Technique To The Reading Comprehension Of Grade Eleven Students Of SMK Negeri 1 Pematang Siantar On An Analytical Exposition Text

Laura Leontina Manalu^{1✉}, Sanggam Siahaan², Rudiarmann Purba³

University of HKBP Nommensen Pematang Siantar, Indonesia

Email: lauramanalu080@gmail.com^{1✉}

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah teknik pra-membaca meningkatkan keterampilan membaca siswa pada teks eksposisi analitis siswa kelas sebelas di SMK Negeri 1 Pematang Siantar. Penelitian ini menggunakan teknik pra-membaca, yang membantu siswa mengantisipasi topik teks. Peneliti menggunakan rumus uji-t untuk menganalisis dampak teknik pra-membaca terhadap pemahaman siswa. Penelitian ini melibatkan 60 siswa kelas sebelas, yang terdiri dari 30 siswa di kelas eksperimen dan 30 siswa di kelas kontrol. Pre-test dan post-test dilakukan, dan data dianalisis menggunakan uji-t. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan pada pemahaman siswa ketika menggunakan teknik pra-membaca. T-hitung lebih besar dari t-tabel ($2,02 < 5,08 > 2,71$) menunjukkan hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Hal ini menunjukkan bahwa penggunaan teknik pra-membaca dalam pengajaran membaca secara signifikan meningkatkan pemahaman siswa. Bukti empiris menunjukkan bahwa siswa yang mengikuti kegiatan pra-membaca mempunyai kinerja lebih baik dibandingkan siswa yang tidak mengikuti kegiatan pra-membaca.

Kata Kunci : *Pra-membaca, Pemahaman Bacaan, Teks Eksposisi Analitik*

Abstract

This research aims to determine if pre-reading technique improve students' reading skills in analytical exposition texts of grade eleven students at SMK Negeri 1 Pematang Siantar. The research used pre-reading technique, which helped students anticipate the topic of the text. The researchers used the t-test formula to analyze the impact of pre-reading technique on students' comprehension. The research included 60 grade eleven students, with 30 in experimental class and 30 in control class. Pre-tests and post-tests were conducted, and the data were analyzed using the t-test. The results showed that there were significant differences in students' comprehension when pre-reading technique were used. The t-test was greater than t-table ($2.02 < 5.08 > 2.71$) showed that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. This suggests that using pre-reading technique in teaching reading significantly improves students' comprehension. Empirical evidence showed that students who participated in pre-reading activities performed better than those who did not.

Keywords: Pre-reading, Reading Comprehension, Analytical Exposition Text

INTRODUCTION

In the process of acquiring proficiency in the English language, one must master four essential skills: listening, speaking, reading, and writing. It is imperative for English learners to employ all four of these fundamental abilities. Listening and reading are regarded as receptive skills, while speaking and writing are considered productive skills (Harmer, 1991: 16). As a receptive skill, reading assumes a crucial role in enabling students to comprehend various types of texts that are taught within an academic setting.

According to Riswanto (2014), reading holds a significant role in education. Not only does it enhance one's linguistic abilities, but it also serves as a catalyst for generating and refining ideas. Proficient readers gain a wealth of knowledge, fresh perspectives, and a deep understanding of the texts they engage with (Afriani, et al, 2020). Reading is a multifaceted process that involves perception and reflection, as individuals decipher written words and extract meaning (Pang, et al, 2003: 6). Furthermore, reading enables individuals to decode messages embedded within texts. However, this is no simple task, as readers must utilize their perceptual abilities to decipher how written symbols correspond to spoken language. Reading is an integral part of our everyday lives, as we encounter various literary materials such as news articles, magazines, novels, and academic texts. From the earliest stages to the highest levels of academia, reading is a fundamental skill that every student must acquire, alongside listening, writing, and speaking skills, as they all intertwine and complement one another. When discussing reading, it evokes notions of insight and comprehension.

Reading comprehension is an essential skill that allows individuals to understand and comprehend what they read. According to Fujiasih (2014: 2), a reader who possesses this

skill is able to answer questions related to the text. For students seeking to expand their knowledge and make significant progress, developing their reading comprehension abilities is crucial. By immersing themselves in books, students have the opportunity to broaden their understanding across various fields and sciences. This pursuit of knowledge is the ultimate objective of reading. Thus, any measures taken to facilitate their reading experience are undoubtedly beneficial.

The challenge faced by students in reading endeavors lies in a sense of unfamiliarity with the text's content. By incorporating pre-reading activities, we can involve students prior to delving into the material, thus igniting their enthusiasm for reading. This particular issue tends to arise among students who possess diminished passion for literature. Thus, it is of utmost importance to discover an approach that can cultivate their desire to explore reading.

Readence, et al (2001) propose that teachers can improve teaching of reading by using pre-reading activities to motivate students. These activities involve connecting the text to students' existing vocabulary, introducing important words before reading, and emphasizing structure of passage for better comprehension. Pre-reading activities, such as brainstorming, help students activate their prior knowledge and improve their understanding of the text.

According to Department Pendidikan Nasional, the focus of teaching reading comprehension has been on the use of genre. One specific genre that eleventh grade students learn in their reading curriculum (Kurikulum 2013) is analytical exposition. Gerot and Wignell (in Sari, et al, 2016) define analytical exposition as text that aims to convince the reader or listener of certain viewpoint. The fundamental skills for teaching reading in analytical exposition, as outlined in K13, include understanding the purpose, recognizing generic structure, and familiarizing with the language features. It is essential for teachers to teach analytical text to their students. By introducing these three elements, teachers can enhance students' knowledge about analytical exposition texts and demonstrate how they contribute to comprehension, particularly in terms of text structure. Clear explanations from the teachers regarding how texts are organized and the role of text structure in obtaining key information will benefit the students.

There were several related research conducted by other researchers. A research by Dinarti (2013) found that using Pre-Reading improved reading comprehension skills of first-year students at SMA N 2 Singingi. The results showed that this strategy was more effective than traditional teaching methods and led to better academic performance. Second research was conducted by Sari (2007) used a t-test to analyze data and found a significant difference in outcomes between teaching methods with and without pre-reading activities. Third research was conducted by Mujahidah and Ramli (2019). They found that using the pre-

reading plan technique significantly improved reading comprehension. Fourth research by Sholihah (2020) showed a clear difference in scores between students who used pre-reading strategies and those who did not. The fifth research by Mutmainnah's (2018) also supported idea that pre-reading is effective in enhancing reading comprehension by helping students remember what they already know and understand the material better.

Crafting an analytical exposition text is a difficult task that is more challenging than other forms of writing. Students are primarily familiar with narrative text structure, which makes it even harder for them to understand and write analytical exposition texts. The complexity of vocabulary and the interconnectedness of ideas in analytical exposition make them unfamiliar and difficult for students. Therefore, it is not surprising that many students struggle to understand them. Furthermore, the problem was exacerbated by the insufficient teaching methods used to teach students how to read analytical exposition texts. It is crucial for educators to have thorough understanding of how to teach different genres and how this knowledge can improve students' reading comprehension. When teaching a specific genre, teachers should familiarize students with its basic elements, such as its purpose, structure, and language.

As a result of the explanation provided, the researchers decided to conduct research on "The effect of pre-reading teaching technique to the reading comprehension of grade eleven students of SMK N 1 Pematang Siantar on an analytical exposition text".

RESEARCH METHOD

According to Harwell (2011: 148), the term "research design" is commonly used in education, but its meaning can vary. The research design used in this research was a quasi-experimental design. This is necessary because it is not possible to create groups artificially (Creswell, 2008). This research compared two variables, with one group receiving treatment and the other serving as control group. The research chose quantitative approach, meaning that it focuses on collecting numerical data to analyze using statistical methods. Aliaga and Aliaga and Gunderson (2002: 81) explain that quantitative research aims to explain phenomena by gathering numerical data, while Muijs (2004: 2) describes it as focused on collecting numerical data to understand a specific phenomenon.

There were two variables being studied: independent variable (pre-reading teaching technique) called "X" and dependent variable (reading comprehension) called "Y." The research involved two groups: experimental and control. Before the treatment, both groups took pre-test, and after the treatment, post-test was given to measure their progress. Nasehudin and Gozali (2012) stated that population refers to a group of individuals with

specific characteristics, and it is influenced by time and location. In this research, the population consisted of grade 11 students at SMK NEGERI 1 Pematang Siantar, totaling 397 students. A sample, on the other hand, is a subset of the population that is selected for research (Arikunto, 1992: 117; Nasehudin and Gozali, 2012). The researchers chose purposive sampling to select 60 students as sample, with XI TKJ 1 serving as experimental group and XI BDP 1 as control group.

After collecting data, t-test formula was used to determine the significant impact of using the Pre-Reading technique on students' comprehension of Analytical Exposition Text. The results were compared between experimental and control classes using t-test formula developed by Sudijono (2005: 314-316).

FINDINGS AND DISCUSSION

After finishing the research, the researchers were able to obtain the test scores for each class. The experimental class used pre-reading as treatment, while the control class used small group discussions in traditional way. The detailed tables provided a complete representation of the reading comprehension test scores for both groups.

Data Analysis

Table 1. Data of Experimental Class.

INITIAL	PRE-TEST	POST-TEST	GAIN SCORE	x	(X-MX)	x2
APA	44	80	43	80	-2,26	5,1076
DAS	48	80	46	80	-2,26	5,1076
DRS	16	76	13	76	-6,26	39,1876
EES	48	80	44	80	-2,26	5,1076
FPB	32	80	27	80	-2,26	5,1076
FSH	44	80	38	80	-2,26	5,1076
FLS	24	76	17	76	-6,26	39,1876
GCJS	32	80	24	80	-2,26	5,1076
GRS	44	84	35	84	1,74	3,0276
GAP	48	92	38	92	9,74	94,8676
HAA	32	80	21	80	-2,26	5,1076
HAA	48	88	36	88	5,74	32,9476
INF	32	80	19	80	-2,26	5,1076
ISN	44	80	30	80	-2,26	5,1076

JAS	24	76	9	76	-6,26	39,1876
JYTS	28	84	12	84	1,74	3,0276
MJPS	48	88	31	88	5,74	32,9476
MASS	32	80	14	80	-2,26	5,1076
MA	32	88	13	88	5,74	32,9476
MAP	52	82	32	82	-0,26	0,0676
MFSG	32	96	11	96	13,74	188,788
MWR	48	80	26	80	-2,26	5,1076
MRH	44	80	21	80	-2,26	5,1076
NW	56	80	32	80	-2,26	5,1076
NDMP	44	80	19	80	-2,26	5,1076
NP	32	76	6	76	-6,26	39,1876
NA	56	92	29	92	9,74	94,8676
RRA	48	78	20	78	-4,26	18,1476
RA	32	76	3	76	-6,26	39,1876
ZS	48	96	18	96	13,74	188,788
	$\Sigma = 1.192$	$\Sigma = 2.468$	$\Sigma = 1.276$	$\Sigma X = 2468$	$\Sigma X = 0,2$	$\Sigma x^2 = 957,868$

Table 2. Data of Control Class.

INITIAL	PRE-TEST	POST-TEST	GAIN SCORE	y	(Y-MY)	y ²
ATN	48	60	12	48	-7,73	59,7529
ASS	32	56	24	32	-23,73	563,113
AS	48	64	16	48	-7,73	59,7529
BA	44	60	16	44	-11,73	137,593
CRS	32	72	40	32	-23,73	563,113
DY	32	52	20	32	-23,73	563,113
DAR	28	56	28	28	-27,73	768,953
DA	48	52	4	48	-7,73	59,7529
EPMD	56	60	4	56	0,27	0,0729
FAP	44	72	28	44	-11,73	137,593
FR	28	56	28	28	-27,73	768,953
FIP	32	52	20	32	-23,73	563,113
HN	28	48	20	28	-27,73	768,953

HP	48	56	8	48	-7,73	59,7529
LGM	44	56	12	44	-11,73	137,593
LP	48	48	0	48	-7,73	59,7529
MHA	32	52	20	32	-23,73	563,113
MR	12	32	20	12	-43,73	1912,31
NS	32	52	20	32	-23,73	563,113
NS	56	60	4	56	0,27	0,0729
NNM	48	56	8	48	-7,73	59,7529
PS	32	52	20	32	-23,73	563,113
PIS	56	72	16	56	0,27	0,0729
PZA	12	44	32	12	-43,73	1912,31
ROS	24	48	24	24	-31,73	1006,79
RA	28	60	32	28	-27,73	768,953
RHS	32	56	24	32	-23,73	563,113
RDW	28	52	24	28	-27,73	768,953
SS	12	60	48	12	-43,73	1912,31
TAS	32	56	24	32	-23,73	563,113
	$\Sigma = 1076$	$\Sigma = 1672$	$\Sigma = 596$	$\Sigma y = 1076$	$\Sigma y = -595,9$	$\Sigma y^2 = 16428$

After organizing the data, the researchers proceed to calculate the t-test in order to compare it with the value of t-table.

a. Calculating mean of post-test

According to the data in the table, the sum of all X values was 1276 and sum of all Y values was -595.9. The researchers continued to calculate mean of variable X (Mx) and variable Y (My) using these formula.

$$Mx = \frac{\Sigma x}{n} = \frac{1276}{30} = 42,53$$

$$My = \frac{\Sigma y}{n} = \frac{596}{30} = 19,86$$

The research found a clear difference in mean scores between experimental and control classes. The experimental class had a higher gain score of 42.53 compared to the control class's gain score of 19.86. This indicated that incorporating pre-reading exercises helped students to understand Analytical Exposition Texts.

b. Calculating standard deviation

Upon thorough examination of the data provided above, it was clear that using suggested formula will allow for accurate calculation of standard deviation for variables

X2 and Y2, as well as determining their outcomes and values precisely.

$$SDx = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{957.878}{30}} = \sqrt{31.92} = 5,65$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{16428.03}{30}} = \sqrt{547.601} = 23,4$$

c. Calculating standard error

The subsequent computational procedure employs the ensuing formula to derive the standard error mean for the variables x and y.

$$SEMx = \frac{SDx}{\sqrt{n1-1}} = \frac{5,65}{\sqrt{29}} = \frac{5,65}{5,38} = 1,050$$

$$SEMy = \frac{SDy}{\sqrt{n1-1}} = \frac{2,34}{\sqrt{29}} = \frac{2,34}{5,38} = 4,34$$

d. Calculating difficulties mean score

The standard error of mean difference between experimental and control groups can be calculated using a formula that combines the standard errors of both groups.

$$SEmx - My = \sqrt{SEMx^2 + SEMy^2}$$

$$SEmx - My = \sqrt{1.050^2 + SEMy^2}$$

$$SEmx - My = \sqrt{1.1025 + 18.8356}$$

$$SEmx - My = \sqrt{19.9391}$$

$$SEmx - My = 4,46$$

e. Determining T-test (T-observation)

$$To = \frac{Mx - My}{SEmx - SEMy}$$

$$To = \frac{42,53 - 19,86}{4,46}$$

$$To = \frac{22,67}{4,46}$$

$$To = 5,08$$

The t-test calculation resulted in a value that is greater than the value in the t-table.

t-test > t-table

$$5.08 > 5.827$$

$$\text{With df} = (Na + Nb) - 2 = (30 + 30) - 2 = 58$$

In the table of significance, it was evident that at the 5% and 1% significance levels, the values were 2.02 and 2.71 respectively, with df equal to 58. Upon comparing these values to the t-test of 5.43, it was clear that t-test value (5.08) surpassed both 2.02 and 2.71. Hence, researchers concluded that alternative hypothesis (Ha) was accepted, and null hypothesis (Ho) was rejected. This signified that there was significant difference in the results obtained from teaching reading through pre-reading activities for grade eleven students at SMK Negeri 1 Pematang Siantar.

Research Findings

The researchers found that there was a significant difference in the results of reading instruction when a pre-reading activity was used compared to when it was not used. The main goal of this research was to determine how using pre-reading activity affected students' ability to understand analytical exposition text. This was achieved by examining research data and presenting calculated results.

1. Pre-test score of experimental class was 16, while the highest score was 56.
2. Post-test score of experimental class was 76, while the highest score was 92.
3. Pre-test score of control class was 12, while the highest score was 56.
4. Post-test score of control class was 32, while the highest score was 72.
5. Mean score from pre-test and post-test of experimental class were 39.73 and 85.26, while mean score from pre-test and post-test of control class were 35.86 and 55.73.
6. Standard deviation of experimental was 5.65, while standard deviation of control was 23.4.
7. Standard error of experimental was 1.050, while standard error of control was 4.34.
8. T-test value was 5.08.

Research Discussion

Both classes initially had lower assessment scores compared to the control group. The mean score before treatment for experimental class was 39.73, while the control class had mean score of 35.86. However, after analyzing pre-test and post-test scores, researchers found that experimental class showed greater improvement than the control class.

This research included a group of 30 students as the experimental class, and an equal-sized control class. The degree of freedom were calculated to be 58. The significance level of research was 1%, which corresponded to a t-table value of 2.71. At 5% significance level, a t-table of 2.02 was observed.

Due to the higher score achieved, it was evident that alternative hypothesis (H_a) should be accepted while rejecting the null hypothesis (H_0). This established the significance of utilizing pre-reading technique in teaching analytical exposition text to enhance students' reading skills. The research conducted at SMK NEGERI 1 Pematang Siantar in the academic year 2023/2024. Researchers concluded that pre-reading activities positively impact the comprehension of analytical exposition texts among grade eleven students. The purpose of pre-reading is to provide students with an overview of the topic, book, or story, enabling them to form mental models for assimilating new information. Furthermore, pre-reading aims to activate and develop students' knowledge on subject matter, providing necessary

language preparation and ultimately motivating learners. The researchers observed that students in the experimental class exhibited greater interest in reading the text due to their prior knowledge. Not only did they partake in a reading comprehension test, but they also engaged in preliminary stages that sparked their curiosity. Consequently, these students approached the reading comprehension test with enthusiasm, as pre-reading activities not only increased their interest but also facilitated their understanding of the text. It is evident that pre-reading activities contribute to the improvement of students' reading skills.

CONCLUSION

Based on the comprehensive analysis presented earlier, it can be concluded that the incorporation of pre-reading techniques yields significant effect on students' reading comprehension. Students who were exposed to these strategies exhibited notably higher proficiency levels compared to their counterparts who were not exposed to pre-reading. The profound effect of pre-reading on the reading comprehension of students at SMK NEGERI1 Pematang Siantar cannot be overstated. Drawing from research results, it was evident that there existed a significant disparity between the scores of students who were guided through pre-reading technique and those who were not.

REFERENCES

- Afriani, Z. L., Anggraini, M., & Riswanto, R. (2020). The effect of Question Answer Relationship (QAR) Strategy in enhancing students' reading comprehension. *Journal of English Education and Teaching*, 4(4), 548-558.
- Aliaga, M. & Gunderson, B. (2002). *Interactive Statistics*. New Delhi: Sage Publications.
- Arikunto, Suharsimi. (1992). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Creswell, John W. (2008). *Educational Research, planning, conducting, and evaluating qualitative dan quantitative approaches*. London: Sage Publications.
- Dinarti. (2013). *The Effect of Using Pre-Reading Comprehension of the Second Years Students*. Unpublished Thesis. Riau: UIN SUSKA.
- FUJIASIH, D. R. (2014). *Efektivitas Penerapan Pre Reading Plan Technique Terhadap Kemampuan Membaca Pemahaman Teks Bahasa Inggris Siswa Sekolah Dasar* (Doctoral dissertation, Universitas Pendidikan Indonesia).
- Harmer, J. (2001). The practice of English language teaching. *London/New York*, 401-405.
- Harwell, M. R. (2011). Research design: Qualitative, quantitative, and mixed methods: Pursuing ideas as the keystone of exemplary inquir. In C. Conrad, & R. C. Serlin

- (Eds.), *The Sage handbook for research in education: Pursuing ideas as the keystone of exemplary inquir* (Second Edition ed.). Sage.
- Kementerian Pendidikan dan Kebudayaan. (2013) Dokumen Kurikulum 2013. Jakarta: Kemendikbud.
- Muijs, D. (2004). *Doing Quantitative Research in Education with SPSS*. London; Thousand Oaks, CA; New Delhi: Sage Publications.
- Mujahidah, M., & Ramli, R. (2019). The Effectiveness of Pre Reading Plan (PREP) Technique to Improve Student's Reading Comprehension of Narrative Text. *Lisan: Jurnal Bahasa dan Linguistik*, 8(2), 91-100.
- Mutmainnah. (2018). THE EFFECTIVENESS OF PRE-READING PLAN (PREP) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION IN THE TENTH GRADE OF MADRASAH ALIAH DDI CAMBALAGI KABUPATEN MAROS. (https://digilibadmin.unismuh.ac.id/upload/764-Full_Text.pdf)
- Nasehudin, T. S., & Gozali, N. (2012). *Metode Penelitian Kuantitatif*, Bandung: CV. Pustaka Setia.
- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching reading* (Vol. 6). Brussels, Belgium: International Academy of Education.
- Readence, J. E., Bean, T. W., & Baldwin, R. S. (2001). *Content area reading: An integrated approach*. Dubuque, IA: Kendall.
- Riswanto, R. (2022). The Impact of a Pre-Questioning Technique on Students' Reading Comprehension at a Bengkulu State Junior High School. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 2381-2386.
- Sari, S. P. (2007). The effectiveness of pre-reading activities to improve students reading comprehension.
- Sholihah, M. (2020). THE EFFECTIVENESS OF PRE-READING PLAN (PREP) STRATEGY IN IMPROVING THE STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT (An Experimental Research of the First Grade of SMK PGRI 1 Salatiga in the Academic Year 2018/2019).
- Sudijono, A. (2005). *Pengantar Evaluasi Pendidikan*. Jakarta: Paja Grafindo.