VARIATIONS OF STRATEGIES USED BY ENGLISH TEACHERS IN PRE-READING ACTIVITY AT JUNIOR HIGH SCHOOLS IN SINTUK TOBOH GADANG SUBDISTRICT, PADANG PARIAMAN

THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S1) degree

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2011

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ABSTRAK

Yanti, Ira Fiska. 2011. "Variations of Strategies Used by English Teachers in Pre-reading Activity at Junior High School in Sintuk Toboh Gadang Subdistrict, Padang Pariaman." *Skripsi.* Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

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Penelitian ini adalah penelitian deskriptif yang bertujuan untuk menemukan variasi strategi dalam *pre-reading* yang digunakan oleh guru-guru bahasa Inggris di SMP dan MTsN di kecamatan Sintuk Toboh Gadang, Padang Pariaman dimana subyek penelitiannya adalah guru-guru bahasa Inggris di SMP 1 dan SMP 2 Sintuk Toboh Gadang serta MTsN Sintuk di Kecamatan Sintuk Toboh Gadang Padang Pariaman tahun ajaran 2010/ 2011. Adapun subyek dalam penelitian ini berjumlah 12 orang guru bahasa Inggris. Data dikumpulkan dengan menggunakan tiga instrumen yaitu observasi lansung ke lapangan, wawancara dengan guru-guru bahasa Inggris serta angket. Adapun indikator yang digunakan adalah variasi strategi dalam *pre-reading activity* berdasarkan *Porter (2006).* Berdasarkan data yang diperoleh, ditemukan bahwa dari 9 strategy yang diamati, 4 diantaranya digunakan oleh 60% jumlah guru bahasa Inggris di sekolah SMP & MTsN di Kecamatan ini sedangkan 5 strategy lainnya hanya dipakai oleh 40% dari jumlah guru yang ada. Dari hasil ini dapat dilihat bahwa tidak seluruh guru bahasa Inggris selalu menggunakan strategi-strategi yang berbeda dalam kegiatan *pre-reading*, mereka terkadang hanya menggunakan strategi-strategi yang bervariasi dalam setiap kegiatan *pre-reading*. Dengan demikian, dapat disimpulkan bahwa masih banyak guru-guru bahasa Inggris yang belum sering menggunakan variasi strategi dalam kegiatan *pre-reading* di kelas. Untuk itu, diharapkan kepada guru bahasa Inggris untuk dapat memvariasikan strategi-strategi yang digunakan dalam kegiatan *pre-reading* agar kegiatan ini dapat memberikan dampak yang positif terhadap perkembangan motivasi dan kemampuan siswa dalam pembelajaran *reading* dalam bahasa Inggris.

ACKNOWLEDGEMENTS

Bismillahirrohmanirrohim, all praise is due to Allah who gave the writer strength and the spirit to complete this thesis, entitled **"Variations of Strategies Used by English Teachers in Pre-Reading Activity at Junior High Schools in Sintuk Toboh Gadang Subdistrict, Padang Pariaman".** The writer also sends greetings and *shalawat* to the final prophet Muhammad SAW, the beautiful patterns for all people in the world.

This thesis would not have been possible without the support of many people. The writer wishes to express her gratitude to her advisors, Dr. Desmawati Radjab, M.Pd. and Fitrawati, S.S, M.Pd. who were abundantly helpful and offered invaluable assistance, support and guidance. Deepest gratitude is also due to the members of the examiners committee, Drs. Jufri, M.Pd, Yuli Tiarina, M.Pd, and Rima Andriani Sari, S.Pd., M.Hum without their suggestion and comment this study would not have been successful. Then, the writer thanks to all lectures and administration staff of the English Department for their contribution and help to my education.

The writer wishes to express her love and gratitude to her beloved parents: Israr BR and Syafni; for their understanding and endless love, through the duration of her studies, her lovely brother Ulfia Hendri and his family, thanks a lot for giving support, Mama and Papa; for sharing their knowledge, love, and attention.

Special thank is also given to all her friends, especially to all friends in RB ’06, Asra Hayati S.Pd, Rika Amelia and Absharini Kardena: thank for your ideas, the writer also thanks to Luwi, Ojo, Buk Evi, and my roommate. Then, the writer also thanks to all of her friends in B. Ing mengada-ngada for sharing their knowledge and spirit.

Lastly, the writer offers her regards and blessing to all of those who supported her in any respect without saying by names during the completion of the thesis.

Padang, Januari 2011

Ira Fiska Yanti

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading as one of English skills has an important role to make students able to gain information and knowledge from a text. Reading in English has been taught at all levels of education system in Indonesia. It has been started from elementary, junior, and senior high schools.

For Junior and Senior High Schools in Indonesia, reading is taught based on Genre Based Approach where students study texts based on genres. It is considered to be one of important skills for students since the curriculum of Indonesia now, School Based Curriculum (KTSP 2006), emphasizes about Genre Based Approach which asks them to know and understand about the types of texts in English. Each type of texts needs a comprehension from students. Because of these reasons, English teachers should be able to teach reading with good strategies and activities in order to make their students have motivation to read and understand an English text.

However, based on the writer's observation and informal interview with teachers and students in one of Junior High Schools in Sintuk Toboh Gadang subdistrict, Padang Pariaman, there are many problems found in teaching and learning reading. One of the problems came from the students. Students of this school stated that they had problem in understanding an English text. This condition happened because they were not interested in reading English texts.

Because of the problem above, students of this school had low ability in reading. It could be seen from the data of the result of reading test at first grade's students in second semester in 2009/ 2010 academic year. From the reading test, 23 students from 37 students at grade VII.4 did not reach *Minimum Mastery Standard* (MMS) of English lesson. The minimum mastery standard of English lesson for students of this school is 65. So, more than half students of this class failed in reading test because they had low ability in reading.

In teaching reading, there are three stages of activities which help students to understand more about the text that they read. The stages of teaching reading are (1) pre-reading activity, (2) during-reading activity, and (3) post-reading activity (Debat, 2006). Pre-reading activity is one of important stages in teaching reading. This is a stage in which the teacher attracts students' attention toward the text. If teachers are able to teach reading with good strategies in pre-reading activity, the teachers can guide students to learn more about the text and to come to the during and post-reading activity in reading a text.

Teaching reading with pre-reading activity can improve students' motivation to read the text. The teacher only needs about twenty minutes to do pre-reading activity before students read the text. This activity is important to relate the topic of the text with the students' background knowledge before they begin to read the text. Pre-reading activity in teaching reading can also arouse students' interest and help them to approach the text in a more meaningful and purposeful manners in order they can comprehend the content of the text later when they read the text (Barnett, 1988).

Therefore, pre-reading activity plays an important role to improve students' motivation and interest to read the text.

Nevertheless, based on the informal interview with students of this school, they argued that they were bored with the activities used by their teachers in the process of teaching and learning reading. They said that when they got a text, the teacher just asked them to read the text and answer the questions of the text. When they read the text, students said that they still found many difficult words. This condition happened because they did not have enough vocabularies about the topic of the text. As the result, students were not interested to face an English text.

From the writer's observation in this school, there were many problems that influence the ability and interest of students in learning reading. One of the problems came from teachers and their strategies in teaching reading. In teaching reading, the teachers pay less attention to the stages of teaching reading. They give more attention to teach the content of the text than applying pre-reading activity first. They said that this activity can enable students to answer the questions of the text.

In addition, when the teachers used pre-reading activity in teaching reading, they just asked some questions related to the topic of the text in Indonesian language. This condition has made students had less attention and felt bored in learning process. It could be seen when the teachers asked some questions, the students did not pay attention to the questions. They just made noise in the class. As the result, the process of pre reading activity did not run well.

Moreover, some English teachers of this school conducted pre-reading activity only by using brainstorming activity before students reading the text. The teachers said that the purpose of this strategy was to improve students' vocabularies related to the topic. However, based on the informal interview, the students argued that the monotonous activity before they read a text has made them uninterested to face the text. Consequently, the students were not motivated to follow English lesson especially in reading section.

In short, based on the problems found in one of schools in Sintuk Toboh Gadang subdistrict it is concluded that this research is important to be conducted to know whether all English teachers of Junior High Schools in Sintuk Toboh Gadang subdistrict use variations of strategies in pre-reading activity when teaching reading or not. As stated before, pre-reading is an important activity to do in teaching reading as the way to attract students' attention to read the text. Besides, this activity also has many strategies that can help teachers in applying pre-reading activity in the classroom. Therefore, this research analyzed the variations of strategies that were used by English teachers in Junior High Schools in Sintuk Toboh Gadang subdistrict, Padang Pariaman.

B. Identification of the Problem

There were some problems that the researcher found in one of Junior High Schools in Sintuk Toboh Gadang subdistrict, Padang Pariaman, related to the pre-reading activity. The problems came from students and teachers. Students of this school had low ability in reading test because they were not motivated to read an

English text. This condition happened because they did not have enough vocabularies to face the text in foreign language.

Another problem came from English teachers of this school. The problem of English teachers related to the unvaried strategies in pre-reading activity. Because of this problem, the students had difficulties in understanding the content of the text and made them failed in reading test. Since teaching reading with pre-reading activity can influence the ability of students in learning reading, the researcher was interested in studying about variations of strategies used by English teachers in pre-reading activity at Junior High Schools in Sintuk Toboh Gadang subdistrict, Padang Pariaman.

C. Limitation of the Problem

The problem of this research was limited to see teachers' strategies in pre-reading activity when they taught reading. Therefore, the researcher just focused on what variations of strategies in pre-reading activity used by English teachers in Junior High Schools in Sintuk Toboh Gadang subdistrict, Padang Pariaman, in 2010/2011 academic year

D. Formulation of the Problem

The problem of this research was formulated by the following questions: "What are the variations of strategies in pre-reading activity used by English teachers in teaching reading at Junior High Schools in Sintuk Toboh Gadang sub district, Padang Pariaman?"

E. Research Questions

Based on the formulation of the problem above, the questions of the research were stated as follows:

1. What variations of strategies in pre-reading activity were used by English teachers in teaching reading in the classroom?
2. Which strategies were mostly used by English teachers in pre-reading activity in teaching reading in the classroom?
3. Which strategies were rarely used by English teachers in pre-reading activity in teaching reading in the classroom?

F. The Objectives of the Research

The objectives of the research were:

1. To find out the variations of strategies in pre-reading activity used by English teachers in teaching reading in the classroom.
2. To find out the strategies that was mostly used by English teachers in pre-reading activity in teaching reading in the classroom.
3. To find out the strategies that was rarely used by English teachers in pre-reading activity in teaching reading in the classroom.

G. Significance of the Research

There were practical and theoretical benefits of the research:

Practically, it could show the teachers' strategies in pre reading activity in teaching reading and it also showed whether all English teachers of Junior High

Schools in Sintuk Toboh Gadang subdistrict, Padang Pariaman, used variations of strategies in pre-reading activity or not.

Theoretically, the finding of this research can give contributions to the English teachers of this school about strategies in pre-reading activity in teaching reading. The finding can also contribute the solution of problem for teachers in varying strategies when teaching reading with pre-reading activity. Moreover, after reading this research the researcher expected that English teachers can evaluate their strategies and improve their ability in using variations of strategies in pre-reading activity in teaching reading. The last, the researcher also expected that this research might be able to help English teachers having good understanding about the variations of strategies in pre-reading activity.

H. Definitions of Key Terms

1. Variations of strategies: different strategies or possible alternative strategies that can be conducted by English teachers in teaching process at classroom.
2. Pre-reading activity: the first stage of teaching reading in which the activity of this stage aims at making students familiar with the text and giving them the overview about the topics that they are going to read before reading the whole text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings of research about "Variations of Strategies in Pre-reading Activity Used by English Teachers at Junior High Schools in Sintuk Toboh Gadang Subdistrict", it can be concluded that there were three main findings of this research. Fisrt, English teachers in Sintuk Toboh Gadang subdistrict used variations of strategies in pre-reading activity. They used all strategies based on Porter (2006). The strategies are activating prior knowledge (brainstorming, semantic mapping, pre-questions, visual aids, and advance organizers), activating student's schema, vocabulary preview, structural organizers, and guessing the purpose of reading.

Second, among the strategies above, there were five strategies that were mostly used by English teachers in pre-reading activity in the classroom. The strategies were structural organizers, pre-questions, brainstorming, and activating student's schema. Based on the fact in the field, it was about 60.00% of teachers in Sintuk Toboh Gadang subdistrict used this strategy in pre-reading activity when teaching reading in the classroom. This condition happened because the teachers have known about these strategies and they have been familiar with these strategies.

Third, the data findings and discussion before also showed that there were four strategies that were rarely used by English teachers in pre-reading activity in the classroom, such as guessing the purpose of reading, semantic mapping, advance

organizers, visual aids, and vocabulary preview. This condition happened because there were about 40.00% of the teachers who had some problem in using these strategies in the classroom.

These English teachers had some problem in applying semantic mapping and visual aids strategy in pre-reading activity. They seemed to have less knowledge to use this strategy in the classroom. They were not familiar with this strategy and it made them difficult to apply this strategy in the classroom. The next problem, some teachers of these schools had problem in visual aids strategy. They had difficulties in preparing some pictures in teaching reading because they did not explore their schools' facilities such as multimedia room.

B. Suggestions

Based on the conclusion above, the researcher suggests several suggestions both to the English teachers and the next researcher who wish to conduct the related research in this field:

1. To the English teacher

   It is suggested for English teachers to vary their strategies in pre-reading activity as optimum as possible to increase students' motivation and understanding in reading English texts. As stated before, pre-reading activity is important to be done in teaching reading. This activity used to attract students' attention toward the text. Because of this reason, English teachers should vary their strategies in pre-reading activity.

It is also suggested for English teachers to improve their knowledge and skills in using various strategies in pre-reading activity. The researcher hoped that all English teachers always improve their knowledge about teaching skills especially in pre-reading strategies in order to make their students can be successful in learning reading. By having good understanding and knowledge about strategies in pre-reading activity, the teachers can use variations of strategies in pre-reading activity which used to improve students motivation and interest to read the texts.

2. To the reader /other researchers

For the next researcher, this research can be an inspiration to do more research about teachers' strategies in pre-reading activity. Since this research was done in short time, it is expected that further research should spends more time on data-taking process with larger number of subjects to gain a more valid and general findings.

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