

THE EFFECT OF PRE-TEACHING VOCABULARY IN TEACHING READING
SKILL TO IMPROVE STUDENTS' READING COMPREHENSION

THESIS

*Submitted as Partial Fulfillment of the requirements to Obtain Bachelor of Education
(B. Ed) in English Language Education*



Written by:

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ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

2023

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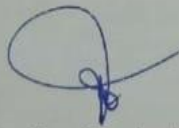
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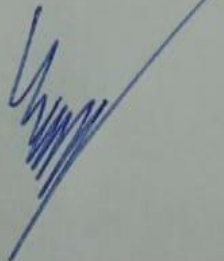
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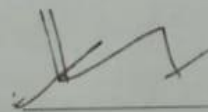
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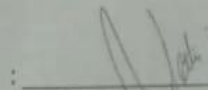
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ABSTRACT

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For students, reading is crucial since their ability to learn obviously depends on how well they can read. Due to a lack of vocabulary, a common phenomenon among students today is their great difficulty interpreting texts or understanding the meaning of English terms. The purpose of this research is to determine how pre-teaching vocabulary affects the teaching of reading comprehension in students. Quasi-experimental research was used in this research. The tests are used for data collection (pre-test and post-test). The research is divided into two classes: an experimental class and a control class. The results show that the pre-teaching strategy has improved the value of the experimental class. This proves that pre-teaching vocabulary is a successful strategy for enhancing students' reading comprehension. In contrast to the control class, they had difficulty understanding a text when reading due to a lack of vocabulary and not being distracted during the learning process.

Keywords: Reading, Pre-teaching, Vocabulary

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Padang, January 2023

The researcher

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CHAPTER I

INTRODUCTION

A. Background of Problem

English is one of a language that is known as an international language. It means that people use it to interact with others around the world. The English language is commonly accepted as an active universal language in the world. English in Indonesia is a foreign language taught in formal education starting from Kindergarten to universities. An English teacher has to equip students with four language skills such as listening, speaking, reading, and writing. Today, the development of teaching and learning English as a foreign language is changing. Learners need to be able to respond intelligently to the text they read, so they not only learn to speak and write, but also focus on reading. Grabe (2009) said that reading is an interactive process between the readers and the text, in which the readers are using their knowledge to build, create and construct the meaning. In today's era, reading skill is important because many texts used in daily life have been available in English. This means students will have difficulty in following the process of globalization if their reading skill is not upgraded or improved.

Reading is very important and essential for students, as their learning success is highly dependent on their reading comprehension. If their reading skill is low, they are very likely to fall in their study or at least they will have difficulty in

making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. In every English teaching and learning activity, reading is used by students in the first step of learning. Students cannot write and speak if they do not read and comprehend the text. There are still many students who still have problems with reading comprehension. For example: the researcher interviewed about reading at school with some students. From the interview, all of them answered that lack of vocabulary is what makes it difficult for them to understand the text. They are very minimal with vocabulary, this is because they also rarely memorize vocabulary or learn at home. The result they feel is that during the exam they are difficult to answer questions because they do not know the meaning and end up with low test scores. In addition, the researcher also conducted interviews with 3 teachers. From the results of the interview, it can be concluded that they are very lazy to read because they do not know the topic and do not know the vocabulary. In this era students more often use their time to play with friends or play with gadgets. In the semester exam, their grades were many unsatisfactory. In that situation, when learning English all students are required to understand the material before studying at school and bring a dictionary, when they are given an assignment they can use the dictionary.

In reading English text understanding the meaning of the word is very important because with this we can understand the meaning of the text or what is being talked about in the text. But the phenomenon seen today is that many students are very lacking in understanding vocabulary or do not know the

meaning of words in English, of course this inhibits students from understanding the content of the text well.

In some articles that the researcher has read, the cause of reading difficulty is due to a lack of vocabulary. One of the articles the researcher read was “Senior High School Students’ Difficulties in Reading Comprehension”, this article was written by Zuhra from Almuslim University, Bireuen. In this study, the authors conducted a study in 3 ways, namely Test, Questionnaire and Interview. Based on the responses of all the students from the three tests, we can conclude that most of the students had problems because they didn't understand the meaning of the question or didn't understand the type of question. Number of 23% of students’ response showed that they faced difficulties because their vocabulary was inadequate. Besides poor vocabulary, their grammar was also inadequate. As we know, to understand the reading texts the students need to understand the meaning of words and they also should have good grammar comprehension. The students also faced difficulties when the texts used were long and/or the sentences in the texts were long and complicated with various different modifying phrases. Because of these problems, the students failed the reading comprehension test.

The second study was an article journal conducted by Takad Ahmed Chowdhury (2021) with his research entitled “Pre-teaching Vocabulary in Teaching Reading Skill: A Hindrance to Learner Autonomy?”. The study found that while the idea of giving learners a list of pre-teachable vocabulary before they start reading a text seems at odds with the idea of learner autonomy, it is an important part of enhancing comprehension of a text. Vocabulary can be

selectively used before teaching by the teachers through interesting, motivating, and effective teaching techniques. One of the main goals of teaching English is to prepare students for the many language experiences they may encounter in their daily lives.

The last study was an article journal conducted by Somayyeh Mousavian (2018) with her research entitled “The Effects of Vocabulary Pre-teaching and Pre-questioning on Intermediate Iranian EFL Learners’ Reading Comprehension Ability”. This study assessed whether pre-questioning and vocabulary pre-teaching can improve EFL pupils' reading comprehension ability. Twenty students were elected to receive the vocabulary pre-teaching method, the second group of 20 students received the pre-questioning strategy, and the final group of 20 students received the conventional method. Before and after the test, groups of students were asked to read a text and answer comprehension questions. The results showed that there were significant differences between groups. The experimental group performed better than the control group. The study found that pre-teaching a vocabulary list before a performance was better than not learning the vocabulary list at all.

In fact, there are also concerns about why there are still many students with low reading comprehension skills. Most of the students at any level of education have problems such as the limitation of vocabulary numbers that caused their understanding in speaking, writing, and reading to be poor. They also have limited time in practicing foreign languages used for daily activities. Therefore,

vocabulary teaching in reading must be considered because it is the basis for students to be able to understand reading well. Adequate vocabulary mastery will improve students' abilities and assist them in understanding the text. There are many reasons a strong vocabulary is critical for the success of an individual. Beck et al. (2013) reflect: A rich vocabulary supports learning about the world, encountering new ideas, and enjoying the beauty of language. A rich vocabulary enhances an interview, allows one to see the humor in wordplay, shores up what an individual wants to say, and, especially, wants to write. It is clear that a large and rich vocabulary is the hallmark of an educated individual. Indeed, a large vocabulary repertoire facilitates becoming an educated person to the extent that vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in general.

Vocabulary teaching is very important because it is one of the important thing for us to understand and understand English. Teachers should be able to find an interesting strategy in the process of teaching and learning so as to make the students happy and interested in learning English and capable in the readings. Vocabulary must be taught in integrated reading in the PBM process, one of which is in the pre-teaching section. In short, pre-teaching is an activity that is carried out for approximately 10-15 minutes before learning. In this section students will be stimulated and taught to understand or add vocabulary to the text to be taught. How to teach pre-teaching vocabulary can be done in various ways, for example by using pictures, writing, video, synonyms or antonyms, match a

word and others. It is hoped that this pre-teaching vocabulary can help students understand the text and increase vocabulary in English. Vocabulary pre-teaching can, therefore, help EFL readers both to build the background knowledge needed for reading and to show them how to activate or access such knowledge in the reading process.

At SMAN 1, Salimpaung, the researcher has seen how the English teacher teaches because the researcher did field experience practices (PPL) there. At that school, the teacher did not teach about pre-teaching vocabulary when learning to read; she often directly taught about the text and discussed it with students if nothing was understood. As a result, with such learning techniques, many students get bored when studying and lack the motivation to study more diligently. With this phenomenon, the researcher will use the "Pre-Teaching Vocabulary" technique. It is hoped that using this technique will help students learn more and improve their vocabulary.

From these problems, this study aims to see how pre-teaching vocabulary affects students' reading comprehension. The researcher hopes that research can help students understand English texts and increase their vocabulary improving their understanding.

B. Identification of Problem

Based on the background of the study, we can see that the problem that students often face when reading English texts is they do not know the

meaning of the words in the text. Lack of vocabulary causes them to not understand the text.

C. Limitation of Problem

Based on identification of problems above, the researcher focuses on the effects of using pre-teaching vocabulary in teaching reading. Whether this method can help students in improving vocabulary and understanding of English text.

D. Formulation of Problem

The formulation of this research can be stated as: “How pre-teaching vocabulary in teaching reading skill give a significant effect on students’ reading comprehension in descriptive and recount text at tenth grade students of SMAN 1 SALIMPAUNG”

E. Research Question

Based on the formulation problem above, the research question is formulated as follows:

- a. Does pre-teaching vocabulary affect reading comprehension?
- b. Does pre-teaching vocabulary affect vocabulary improvement?

F. Purpose of Research

The purpose of this study is to find out whether pre-teaching vocabulary can help students in improving vocabulary and improving their comprehension in reading texts.

G. Significance of Research

The result of this research is hoped to be useful for:

- a. Can help students in understanding English texts and add new vocabulary
- b. Teachers can use pre teaching vocabulary to help students in reading skills and increase the amount of vocabulary.
- c. For other researchers, to give additional information for other researcher who wants to conduct further research on the related field

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The purpose of this study is to find out whether by pre-teaching vocabulary can help students in improving vocabulary and improving their comprehension in reading texts, especially for the tenth grade students at SMAN 1 SALIMPAUNG. This study involved two classes, namely the experimental class and the control class. This research was conducted over the course of eight meetings for each class. In this research, the experimental class will get the pre-teaching vocabulary treatment, while the control class will learn using conventional techniques. To see students' initial abilities, pre-teaching will be carried out for both classes with a total of 30 questions in various forms. And at the last meeting, a post-test will be carried out for both classes with the same questions as the pre-test questions. The purpose of doing this post-test is to see if there is an increase in student scores after using the pre-teaching vocabulary technique in the experimental class.

It can be concluded that there is significant effect of Pre-teaching Vocabulary in Teaching Reading Skill to Improve Students Reading Comprehension. Whereas in the control class, they also experienced an

increase in value, but not better than the experimental class. The mean of the control group's pre-test was 62.61, and their post-test mean was 74.18.

B. SUGGESTION

Here are suggestions which the writer hopefully, are useful for the students, English teacher and other researchers who are interested in teaching and learning reading by using pre-teaching. The suggestions as follows:

a. For English Teacher

The pre-teaching vocabulary is recommended for teaching and learning reading because, based on research results, this technique is effective in helping students increase their vocabulary. Besides that, English teachers should have a better understanding of the conditions of their students; if the students in the classroom are bored with the teacher's technique or method, they will not have focus and enthusiasm when studying, the teacher must find strategic ways to engage students and have higher motivation aside from pre-teaching vocabulary.

b. For University

Pre-teaching vocabulary in reading instruction can not only be used in schools but can also be implemented in universities. This pre-teaching techniques can be discussed or trained to introduce vocabulary in related subjects, such as reading.

c. For Further Research

The researcher would like to suggest other researchers conduct further studies on this topic. This research is not perfect yet, but it suggests further research about the responses of the students after using the pre-teaching vocabulary technique for learning to read. In this study, students' responses to pre-teaching vocabulary were not examined; therefore, to obtain more accurate data, it is better if students' responses also need to be recorded.

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