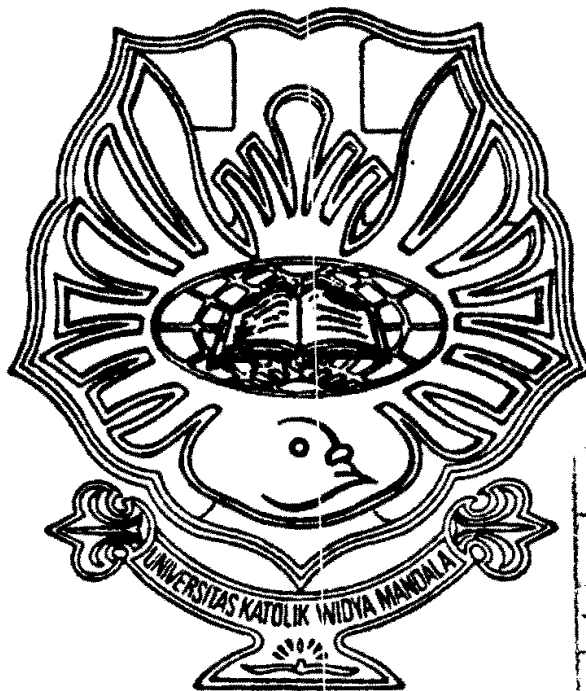


**PRE - READING ACTIVITIES
IN TECHING READING COMPREHENSION
AT SMA**

A THESIS

**In Partial Fulfillment of the Requirement for
the Sarjana Pendidikan Degree in
English Language Teaching**



Yulinda Prajogo
IG - 1213085048

NO. DAFTAR	1726/91
TGL. TERIMA	20-2-1991
E. B. S. PABRIK	Yulinda Prajogo
RE. S. S.	FK 13 Ia Ia
KOPI KE	1000

**Universitas Katolik Widya Mandala Surabaya
Fakultas Keguruan dan Ilmu Pendidikan
Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris
Januari, 1991**

APPROVAL SHEET

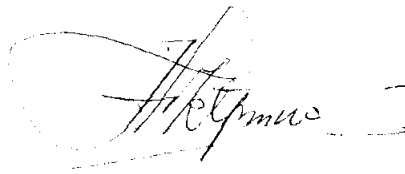
(1)

This thesis entitled Pre-Reading Activities in Teaching Reading Comprehension at SMA prepared and submitted by Yulinda Prajogo has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



Dr. Wuri Soedjatmiko

First Advisor



Drs. Harto Pramono


Second advisor


APPROVAL SHEET

(2)

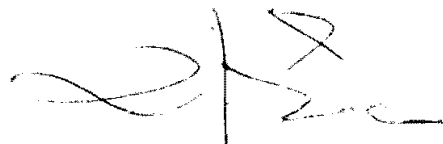
This thesis has been examined by the comitee on Oral Examination with a grade of B on January 15, 1991


Dr. Wuri Soedjatmiko
Chairperson


Dra. Magdalena I. Kartio
member


Drs. A. Ngadiman
member


Drs. Harto Prameno
member


Drs. Ribut Basuki
member

Approved by:



Dr. Soeharto
Dean
The teacher Training Collage



Soedjatmiko
English Department

ACKNOWLEDGEMENTS

In accomplishing this thesis, first of all, the writer would like to thank God for His Holy blessing and kindness.

Her deepest gratitude and appreciation also go to Dr. Wuri Soedjatmiko and Drs. Harto Pramono for their valueable advices, encouragement, comments and suggestions for the improvement of her thesis.

Her sincere thank also goes to Dra. Veronica L. Diptoadi, M.Sc. for lending me valueable books.

Her special warmest thanks to all the lecturers for their kind guidance during her study at the English Department of Widya Mandala Catholic University.

Finally, she thanks her parents for their sincere love.

The writer

TABLE OF CONTENT

Approval Sheet (1)	i
Approval Sheet (2)	ii
Acknowledgements	iii
Table of Content	iv
Abstract	vi

CHAPTER I INTRODUCTION

1.1 The Background of the Study	1
1.2 The Statement of the Problem	6
1.3 The Objective of the Study	7
1.4 The Significance of the Study	7
1.5 The Scope and Limitation of the Study	8
1.6 Research Methodology	9
1.7 The Definitions of Key Terms	10

CHAPTER II READING COMPREHENSION AND

PRE-READING ACTIVITY	13
2.1 Reading Comprehension	13
2.2 Schema Theory	17
2.3 Pre-Reading Activity	20

CHAPTER III THE APPLICATION OF PRE-READING ACTIVITY..	29
3.1 The Application of Pre-reading Activity during the Teaching of Reading Comprehension	29
3.2 Pictorial Context Technique	32
3.3 The Application of Pictorial Context Technique during Pre-Reading Activity	34
3.4 Vocabulary Pre-Teaching Technique	36
3.5 The Application of Vocabulary Pre-Teaching Technique during Pre-Reading Activity	39
3.6 Pre-Questioning Technique	43
3.7 The Application of pre-Questioning Technique during Pre-Reading Activity	44
 CHAPTER IV The Advantages of Pre-Reading Activity ...	 48
4.1 The Advantages of Teaching Reading Comprehension which is started by Pre-reading Activity	49
4.2 The Advantages of Pictorial Context Technique in Administering Pre-Reading Activity	53
4.3 The Advantages of Vocabulary Pre-Teaching Technique in Administering Pre-Reading Activity .	54
4.4 The Advantages of Pre-Questioning Technique in Administering Pre-Reading Activity	59

CHAPTER V Conclusion and Suggestion	62
5.1 Conclusion	62
5.2 Suggestion	69
BIBLIOGRAPHY	73
APPENDIXES.....	76

ABSTRACT

There are three reading activities that should be done by the teacher in teaching reading comprehension, namely, pre-reading activity, whilst reading activity and post reading activity. Unfortunately, not all of the teachers administer those three reading activities in teaching reading comprehension. Most of the teachers only administer whilst reading and post-reading activities, as it is stated by Lucida in her thesis. On the other hands, many experts say that pre-reading activity is important to be done as pre-reading activity can activate the students' prior knowledge which is relevant to understand the incoming information. Moreover, pre-reading activity can provide knowledge that the reader lack. Therefore, administering pre-reading activity in teaching reading comprehension will help the students to understand the text better, easier and faster. Automatically, if the students consider that reading is an enjoyable thing to do, they will encourage to read more. Unconsciously, it supports the objective of teaching English at SMA, providing students with a reading ability.

It is beneficial to start the teaching of reading comprehension through pre-reading activity, but in fact some of the teachers still ignore it. Therefore, this study tries to find out the advantages of starting the teaching of reading comprehension through pre-reading activity. It is hoped by knowing the advantages of pre-reading activity the teachers will realize that pre-reading activity is important to be done in teaching reading comprehension. Therefore, they will not ignore pre-reading activity in teaching reading. Moreover, to strengthen the idea that pre-reading activity is important in teaching reading, it feels necessary to find out the application of pre-reading activity in teaching reading comprehension. After knowing the application of pre-reading activity, it is more realize that pre-reading activity is important to be done.

This thesis is limited to a library study which only discusses the importance of pre-reading activity done in a reading class. In discussing the techniques of pre-reading activity, she discusses three pre-reading techniques, namely, pictorial context, vocabulary

pre-teaching and pre-questioning. Since this thesis concerns with the teaching of reading comprehension at the SMA, it is important to bear in mind that the students have known how to read in the sense that they have known how to decode written symbols. It is also supposed that the students have mastered the basic grammar and vocabulary needed, since they have got these things at the SMP. Remembering that this thesis is devoted to teach reading comprehension at SMA, the examples chosen taken from SMA English text book which are approved to be used by Département Pendidikan dan Kebudayaan.

In this thesis the writer starts to discuss the understanding of reading comprehension which is related to her topic. The understanding of reading comprehension which is adopted in this thesis is also influenced by schema theory, so that schema theory is also discussed. After knowing the understanding of reading comprehension adopted in this thesis and schema theory, she discusses pre-reading activity. Then she comes to discuss the application of pre-reading activity by presenting three pre-reading techniques, namely pictorial context, vocabulary preteaching and prequestioning. Further, she tries to find out the advantages and disadvantages of pre-reading activity in teaching reading comprehension (in order to make the idea that pre-reading activity is important to be done in teaching comprehension becomes clearer). Finally, she concludes this study and tries to give some suggestions concerning this study which might be helpful for the teaching of reading comprehension at the SMA and also for her fellow-teacher-candidates.

The writer