The Effects of Vocabulary Preteaching and Prequestioning Technique and Pictorial Context and Prequestioning Technique on the Reading Comprehension Achievement of the Sixth Grade of Elementary School Pupils

A THESIS
As a Partial Fulfillment of the Requirement for the Sarjana Pendidikan Degree in English Language Teaching Faculty

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PENDIDIKAN BAHASA DAN SENI PROGRAM STUDY
PENDIDIKAN BAHASA INGGRIS
JANUARY, 2005
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ACKNOWLEDGEMENTS

First of all, the writer would like to express her greatest gratitude to Jesus Christ, the Almighty God, who has blessed her with His guidance and grace so that she could finish her thesis well.

Having completed this thesis, the writer once again would like to express her deepest gratitude to:

1. DR. Damatius Wagiman Adisutrisno, M.A., the writer's first advisor, who has been so patient in helping and guiding the writer in finishing the thesis.

2. DR. Tjahjaning Tingastuti Surjosuseno, M.Pd., the writer's second advisor, who has been so kind as to spend her valuable time to guide the writer and give a lot of suggestions to complete the thesis.

3. Drs. I. Nyoman Arcana, M. Si., who has helped the writer in explaining the theory of statistic.

4. All the lecturers of the English Department of Widya Mandala Catholic University who have taught the writer everything about English.

5. Drs. Dastianus Suwarto, the headmaster of SDK. St. Carolus, who has been willing to give the writer opportunity to hold her experiment there.

6. Januette Ovelia, S. Pd, the English teacher of St. Carolus Elementary School, who helped the writer in choosing the material of this study.
7. C. Winarno, S.Pd., the coordinator of MLT teachers, who has given the writer permission to use his classes during her experiment.

8. All the writer's best friends who have supported the writer in her weakest situation.

9. The writer's father, mother, brother, and sisters for their support and prayer so that she could complete the thesis well.

To all of those mentioned above, the writer would like to express her deepest gratitude and appreciation. Without their participation and support, this thesis will never be able to be accomplished.

The writer
ABSTRACT


Key Words: pre-reading activities, vocabulary preteaching, pictorial context, and prequestioning.

Learning a language means acquiring a set of skills, namely, reading, listening, speaking and writing. However, from those four skills, reading is the important skill that pupils should have. Even though reading is important, many pupils do not like their reading class. It is because pupils usually have some difficulties in comprehending a text, such as lack of vocabulary, have difficulty in using language cues to meaning, and lack of background knowledge (Taglieber 1988:455-472).

To overcome those problems, the writer tried to use pre-reading activities in teaching reading. In this study, there were two techniques that were compared and used. The first was a vocabulary preteaching and prequestioning technique, which was given as the treatment in class VI A; and the second was a pictorial context and prequestioning technique, which was given as the treatment in class VI B. The writer used them as the way they were. So this study was called a quasi-experimental post-test only study. There were six treatments and one post-test for both classes.

After collecting the data, the writer calculated the mean difference by using t test. She also determined the level of significance of the test, that is 5% or 0.05, which meant that if the study were repeated 100 times under the same condition, the opportunity of making a mistake is maximally 5%. Then as a result, at the level of significance 5%, she got the t table of 1.658 and the t observation (to) of 2.15. Since the t table was less than t observation (to), then the writer rejected the Ho which meant that there was a significant difference between the use of the vocabulary preteaching and prequestioning technique and the use of the pictorial context and prequestioning technique in pre-reading activities as a means to teach reading comprehension.

All in all, the writer suggested to the teachers to pay attention to the pre-reading activities and be careful in choosing the technique for pre-reading activities. It is because the successful of the pupils in comprehending a reading passage depend on this activity. The writer also expected that the result of this study would improve the teaching – learning activities especially in the reading class.
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