

ABSTRACT

Pribadi, Erlangga B., The influence of pre-reading activity on reading comprehension of junior-high-school students

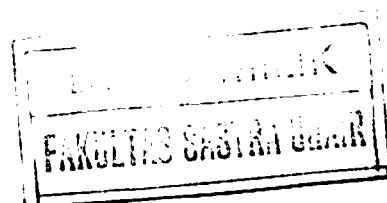
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There are many methods of teaching reading proposed by scientists or linguists. One derived from schemata theory proposes the use of pre-reading activities, which may help students to have a better comprehension of reading passage. Relating to this, there is an ironic situation where some language teachers, especially those of English, both in junior and senior high schools, rarely employ the pre-reading activities to their students.

Here, the writer is interested in finding out whether there are any differences between using a set of pre-reading activities and not. In addition, the writer intends to test two possible hypotheses as the consequences of this objective.

In doing this, the writer is focusing on two groups of selected respondents. The pre-reading group is treated with a set of pre-reading activities, while the non pre-reading group is not. The respondents are the second-year students of SMP Negeri 16 Surabaya who learn English as the first foreign language. Both groups have the scores from provided reading comprehension tasks, which in turn are categorized as the pre-reading data and the non pre-reading data.

Through the statistical analysis of Paired *t*-test, the writer compared these two versions of data in terms of their correlations and significant differences in the intended treatment. As a result, the findings reveal that the proposed alternative hypothesis (H1), stating that there is a difference of the use of pre-reading activity in reading comprehension, is accepted. Thus, there is a difference between using and not using the pre-reading activities in reading comprehension.



CHAPTER I

INTRODUCTION