



## Effectiveness of Pre Reading Plan (PReP) Technique to Improve Student's Reading Comprehension of Narrative Text

Mujahidah Mujahidah<sup>1</sup>, Ramli Ramli<sup>2</sup>

<sup>1</sup>Institut Agama Islam Negeri Parepare

<sup>2</sup>Institut Agama Islam Negeri Parepare

\*Email: [idhasuher@gmail.com](mailto:idhasuher@gmail.com)

Diterima: 1 Januari 2019. Disetujui: 15 Maret 2019. Dipublikasikan: 30 April 2019

### ABSTRACT

*The present article intended to investigate the effectiveness of pre reading plan (PReP) technique to improve student's reading comprehension of narrative text at one senior high school in Pinrang, South Sulawesi of Indonesia. The question is "how is the students' reading comprehension?". This article is aimed to identify the students' reading comprehension before and after applying Pre Reading Plan Technique and to finding out is applying Pre Reading Plan Technique able to improve students' reading comprehension. Beside that, the purpose of writing this article is to describe how teaching of reading through the PReP technique. The article support by a literature review of PReP technique theory in teaching reading. The information about of PReP technique supported by expert theory, it can be used as a source of information about English teaching technique especially reading that can be applied by teachers in high school. This study employed a quantitative research design which is a case study using pre-experimental design which applied (one group pre-test and p-test design). The study found out that the students' reading comprehension had increased after doing the learning process by using pre reading plan (PReP) technique. So, it can be concluded that the pre reading plan (PReP) technique is effective to improve student's reading comprehension of narrative text. This study also provides a set of recommendation to avoid the overlapped researches in education technology.*

**Kata kunci:** *pre reading plan; reading comprehension; narrative text.*

### INTRODUCTION

With a master of English then students will easily accessed the information, to know the other people culture, as well as develop the knowledge for the future. The processed of learning foreign language. English there are four kinds of skills namely listening skill, reading skill, speaking skill, and writing skill. Reading is one of important skill in learning English. Through reading the students can improve their knowledge which is needed for continuing personal growth and adapt the change in the world, in order to, the students can get many new

information through the book, newspaper, magazine, etc. From reading anyone can be interaction with the mind and feeling, get information, increase the knowledge, and also as a tools for to relaxed.

Learning reading often to get some problems such as the teacher ability for to teach, students ability and interest students is to low for read. Problems for the students is lazy in reading activity, beside that, students are lazy to looking for the book, so the increase of students reading skill be less optimum. In fact, many students are lazy to read a book by the reason of have not enough time, make

boring, and etc. But actually the students have to know that reading has many purpose. Not only be get a new information but the purpose of reading is to arrange ideas. When the students find such difficulties, they may read some books to enlarge and recognize their ideas as good as possible. Beside that, the purpose of reading is to solve problems and make a relax.

The next problems can influence reading success is teaching reading to English learners is exciting for teachers who have the ability to perform it. The teacher have skill and competence to apply the appropriate teaching strategies, technique and method which can motivate their students to enjoy the printing materials their distributes. Teaching strategies, techniques and methods are very important in teaching reading. So, the teacher must realize that if they are not able to present the reading material well, the students feel bored and not interest to read and do the task in reading text. One of the techniques to learn reading, especially, reading comprehension. Learning techniques that effective in learning reading comprehension of learning English language is Pre Reading Plan Technique. PReP Technique is a learning reading technique to developed by Judith Langer. PrepTechnique is the activity before to read can help the students to activated their knowledge already have as the first point be a good comprehen the text. Mufti said that PreP Technique can be tool for the teacher to prepare the students before read the text, while to analyze the conception of the students till can determine the next instruction.

From both of the problems above has been observation by the writers, so the writers had the reason why to select PReP technique in learning reading comprehension is because this technique can be used for help the students using their knowledge before reading. For the

students who know much the topic for to read, that knowledge can help to determine the relevan things and the irrelevant things. This technique can help to extend the comprehend to prepared for learn the teks want to read. Beside that the PReP technique can made the teacher delivered he/she materiall well and the student active in the classroom and did not got bored when the learning process in the classroom. Realize that the important function of this technique, so in this research intend to apply “the Effectiveness of Pre Reading Plan (PreP) Technique to Improve Students’ Reading Comprehension of Narrative Text at the second grade students of SMAN 3 Pinrang”. Learning reading comprehension using PReP technique, furthermore to compare with learning reading comprehension without using PReP technique in the same activity.

In addition, with the background above, the problem of the research can be stated as follow: “Is applying Pre Reading Plan Technique able to improve students’ reading comprehension?”. The following are objectives of the research: To know the students’ reading comprehension before and after applying Pre Reading Plan Technique and to finding out is applying Pre Reading Plan Technique able to improve students’ reading comprehension. Before giving the treatment,students based some problems in reading, they were: the students got difficulty to answer the test because they did not have enought vocabularies, The students could not comprehend the meaning of the text, the students lack of motivation in reading a book or English text book because they were got bored about that, the students felt scared to wrong if learning English. After giving the treatment, the students were able to: The students easily comprehend the material because they could improve their ideas, and opinion about the material, the use pre reading plan (PReP) technique

even gave more opportunity to aware their motivation in learning reading so they could be themselves to making prediction of the material, and asking something that they are dont know or dont understand about the material, the students were enjoyed in class, the students were more active to ask about the topic what they did not understand, students gave more responses when the researcher asked to do the task in front of the classroom, and students were pleasant with the situation. As conclusion, the pre reading plan technique effective to improve students reading comprehension.

Based on previous related literature and problem statement above, the researcher forward hypothesis as follows:

Hypothesis Null (Ho) : There is no a significant of PReP Technique to improve reading comprehension at the second grade students of SMAN 3 Pinrang.

Alternative Hypothesis (Ha) : There is a significant of PReP Technique to improve reading comprehension at the second grade students of SMAN 3 Pinrang.

There are some significances of this research, as follows: For the English teachers, it can be used as alternative of learning techniques are effective to improve the ability to students in the reading comprehension of the English text. For the students, the results of research can increase the skills of reading expecially reading comprehension of the English text, as well as unable to obtain the experience of the learning process by using PReP Technique.

## **METHOD**

This research used pre-experimental design which applied (one group pre-text and post-text design). Sugiyono said that from this design there is (pre test) before giving treatment and (post test) after giving treatment. From that, the result of treatmen can to known more accurate. The purpose for giving treatment to

looking for the different of reading comprehension English teks skills of the student before using PReP Technique to learning reading comprehension English teks at SMAN 3 Pinrang. The design was presented as follows:

Giving pre test to know the first skill of the student in reading comprehension, while, for giving post test to know reading comprehension skill of the student after giving treatment by using PReP Technique.

## **Location and Duration of the Research**

The location of the research will take a place at SMAN 3 Pinrang. The choosen of this location this research conclude on judgment because this research never used pre reading plan for learning reading comprehension English text at SMAN 3 Pinrang. The researcher will do the research more than one month for collecting data.

## **Population and Sample**

Sugiono stated that, population is generalisation distric consist of : object and subject where have quality and certain characteristic to constanted from the researcher for to learned and then take conclusion. The population of this research is the second grade students of SMAN 3 Pinrang, based on data in academic year 2018/2019, the amount of the second year students of SMAN 3 P inrang. There are 7 classes which are XI.IPA 1, XI.IPA 2, XI.IPA 3, XI.IPA 4, XI.IPS 1, XI.IPS 2, and XI.IPS 3.The total of pupulation are 239 students.

The samples that used in this research is cluster sampling. Because the population above object and subject where have quality and certain characteristic of the cluster sampling.The researcher took the class XI IPA 4 which is consists of 38 students as the sample in this research.

### **The instrument and Process of Collecting Data**

The instrument that used in this research is reading test, especially narrative text. The reading test applied twice on pre-test and post test. The pre-test would used to check the prior knowledge of students in reading comprehension before they are given a treatment. The post-test used to measure the comprehension in reading after they are given treatment. The instrument consist of 7 test.

### **Procedure of Collecting Data**

The procedures of collecting data in this research, as following:

Pre-test is done before giving treatment, the pre-test was functioned as followed : to decide the students need because based on the criterion given, to know the students ability before the treatment. The researcher gave the student 7 questions based on the research that would be used in this activity. It would be done to improve comprehension of students before giving treatment through PReP Technique.

### **Treatment**

After pre-test the researcher would gave a treatment to the students. The researcher applies pre reading plan technique as a away to improve students' reading comprehension skill. The treatment process would be conducted for forth meetings. Treatment had given four times. Reading text presented different from one to another meeting. The material or reading text given as follows :

### **The First Meeting**

The researcher greets the students. Before giving a text of the students the researcher gived the students just a title of the text about "The Black Stone of Kaaba". Students discussed about the initial understanding or outlook with the concepts specified in the text, it about

"The Black of Kaaba". The researcher gave some questions of the students. (What do you think about "The Black Stone of Kaaba"? What might you see, hear, feel about "The Black Stone of Kaaba"? Have you any new ideas about "The Black Stone of Kaaba"?.) Etc. After that, students are directed by researcher to brainstorming with some questions . if the students answer the questions the researcher write the answer in the whiteboard. The students concluded the initial idea that has been collected. After that the researcher asked the students to made a summary of the resulted of discussions that have been done so as to add new knowledge to students. After the discussion, the researcher gave the text that has been prepared. And students read the text. After reading, students answer questions from the text. Students and researcher siscussed the answer of the question. And the end, students answer are analyzed by the researcher and commented on for improvement.

### **The Second Meeting**

The researcher greets the students. Before giving a text of the students the researcher gived the students just a title of the text about "When a Bomb Exploded". Students discussed about the initial understanding or outlook with the concepts specified in the text, it about "When a Bomb Exploded". The researcher gave some questions of the students. (What do you think about "When a Bomb Exploded"? What might you see, hear, feel about "When a Bomb Exploded"? Have you any new ideas about "When a Bomb Exploded"?.) Etc. After that, students are directed by researcher to brainstorming with some questions . if the students answer the questions the researcher write the answer in the whiteboard. The students concluded the initial idea that has been collected. After that the researcher asked the students to made a summary of the

resulted of discussions that have been done so as to add new knowledge to students. After the discussion, the researcher gave the text that has been prepared. And students read the text. After reading, students answer questions from the text. Students and researcher discussed the answer of the question. And the end, students answer are analyzed by the researcher and commented on for improvement.

### **The Third Meeting**

The researcher greets the students. Before giving a text of the students the researcher gave the students just a title of the text about "Sleep". Students discussed about the initial understanding or outlook with the concepts specified in the text, it about "Sleep". The researcher gave some questions of the students. (What do you think about "Sleep"? What might you see, hear, feel about "Sleep"? Have you any new ideas about "Sleep"?.) Etc. After that, students are directed by researcher to brainstorming with some questions . if the students answer the questions the researcher write the answer in the whiteboard. The students concluded the initial idea that has been collected. After that the researcher ask the students to make a summary of the result of discussions that have been done so as to add new knowledge to students. After the discussion, the researcher give the text that has been prepared. And students read the text. After reading, students answer questions from the text. Students and researcher discuss the answer of the question. And the end, students answer are analyzed by the researcher and commented on for improvement.

### **The Four Meeting**

The researcher greets the students. Before giving a text of the students the researcher gave the students just a title of the text about "Run For The Money". Students discussed about the initial understanding or outlook with the

concepts specified in the text, it about "Run For The Money". The researcher gave some questions of the students. (What do you think about "Run For The Money"? What might you see, hear, feel about "Run For the Money"? Have you any new ideas about "Run For The Money"?.) Etc. After that, students are directed by researcher to brainstorming with some questions . if the students answer the questions the researcher write the answer in the whiteboard. The students concluded the initial idea that has been collected. After that the researcher asked the students to made a summary of the resulted of discussions that have been done so as to add new knowledge to students. After the discussion, the researcher gave the text that has been prepared. And students read the text. After reading, students answer questions from the text. Students and researcher discussed the answer of the question. And the end, students answer are analyzed by the researcher and commented on for improvement.

### **Post-test**

After giving treatment, the researcher gives the essay test to know their improvement in reading comprehension.

## **RESULT AND DISCUSSION**

This subtitle consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave a test that given twice. A pre-test was given before treatment to know the prior knowledge of students in reading comprehension, while post-test was given after treatment through pre

reading plan (PReP) technique and the result of the post-test of this research can answer the question of this research that aims to find out through pre reading plan (PReP) technique effective to improve the students' reading comprehension of narrative text of SMAN 3 Pinrang.

Is applying Pre Reading Plan Technique able to improve students' reading comprehension?

The Students' reading comprehension before applying pre reading plan (PReP) technique of SMAN 3 Pinrang. This past presents the result of data analysis about the reading comprehension before applying pre reading plan (PReP) technique at the students, the researcher were giving pre-test at the students.

There were 2 students (5,3%) as good classification, 16 students (42,1%) as fair classification, and 20 students (52,6%) as poor classification. The total score in pre-test was 2144. It had shown that, the students' reading comprehension pre -test was low, because most of the students got poor score. So it was concluded that they were not motivated and interested in learning English especially to comprehend of reading.

The Students' reading comprehension after applying pre reading plan (PReP) technique of SMAN 3 Pinrang. This past presents the result of data analysis about the reading comprehension after applying pre reading plan (PReP) technique at the students, the researcher were giving post-test at the students.

there was an increasing of students' score after giving treatment through pre reading plan (PReP) technique. There were 4 students (10,5%) as very good Classification, 34 students (89,5%) as good classification, and no one student as fair, poor and very poor classification. It means that after learning by using pre reading plan (PReP) technique, the reading comprehension of the second

grade students of SMAN 3 Pinrang have improved. The total score in post test was 2803. It proved that there was increasing of students' score in post-test.

So it was concluded that they can improve their reading comprehension after joining treatment by using pre reading plan (PReP) technique, because they were enthusiastic, enjoy and motivated to learn English especially reading comprehension.

In this, the researcher analyzed the data of students' score in pre-test and post-test to know whether there is or there is no a significant difference of students achievement before and after learning process in pre reading plan (PReP) technique in reading comprehension.

the mean score of the pre-test was 56,42 (X1) while the mean score of the post-test increased 73,76 (X2). The standard deviation of pre-test was 0, 21 while the standard deviation of post test was 0, 14. As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' reading comprehension had increased after doing the learning process by using pre reading plan (PReP) technique.

For the level, significant ( $\alpha$ ) 5% and  $df=37$ , and the value of the table is 1, 69, while the value of t-test 3, 35. It means that the t-test value is greater than t-table ( $3, 35 \geq 1, 69$ ). Thus, it can be concluded the students' reading comprehension through pre reading plan (PReP) technique is significant better after getting the treatment. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

The discussion of the result of the data analysis shows that the use pre reading plan (PReP) technique, was effective to improve the reading comprehension, the students score after treatment was higher then before giving the treatment. The researcher calculated the mean score students' reading was

indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 56, 42 and the mean score of post-test was 73, 76 after treatment.

By looking at the test finding, from the data provided in classification table based on the reading, clearly to see that 2 students (5,3%) as good classification, 16 students (34,2%) as fair classification, and 20 students (52,6%) as poor classification in the pre-test, while the post-test, 4 students (10,5%) as very good classification, and 34 students (89,5%) as good classification. From the result the researcher concluded that the students' reading comprehension from poor to good.

In addition, to know what was the hypothesis received between null hypothesis (H<sub>0</sub>) and alternative hypothesis (H<sub>a</sub>), the researcher used t-test to calculating result showed that on the t-test value 3, 35 was greater than t-table value 1, 69 table (3, 35  $\geq$  1, 69) with degree of freedom (df) 37. It means alternative hypothesis (H<sub>a</sub>) was be concluded that the pre reading plan (PReP) technique was effective to improve the students' reading comprehension of narrative text at the second grade students of SMAN 3 Pinrang. This hypothesis was been accepted while the null hypothesis (H<sub>0</sub>) was rejected.

In the preface study that the researcher did at SMAN 3 Pinrang it was found through the observation that the teachers' method in teaching reading was mainly using silent reading, the students seldom use media, technique, and also confirmed by the students that technique in the class is monotonous so that the students got bored. As consequences the students low in reading comprehension. Sometimes the students hard to understand the meaning comprehend the text, and answer the question of the text.

The researcher concluded that one of the problems which made the students low in reading comprehension caused by technique of the teacher used in learning process is always monotonous, the teacher rarely used technique or strategy in learning process. So, many students were not understand and comprehend the text, and got bored to the students because of it. Based on the findings above, the researcher concluded that there was an improvement of using pre reading plan (PReP) technique of SMAN 3 Pinrang.

The Ways of Implementation of Pre Reading Plan (PReP) Technique to Improve the Students' Reading Comprehension.

There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know the prior knowledge students' ability in reading comprehension before getting the treatment. In the first meeting on Friday, May 11th, 2018, the first the researcher gave motivation to the students about the importance to study English then the researcher gave brainstorming of the students' and gave some question about the topic before giving a text. After that, the researcher gave the text to comprehend. The students were very enthusiastic in learning reading through that technique. It was because the teacher in that school never used that technique in teaching reading so the students get bored and not interesting.

On Wednesday, May 16th, 2018 was the second meeting, the researcher gave motivation to the students about the importance to study English then the researcher gave brainstorming of the students' and gave some question about the topic before giving a text. After that, the researcher gave the text to comprehend and then the researcher gave the students the games is namely match card. After that the researcher gave some questions to answer by the groups, the

next the leader of the students group answer the question and wrote on the whiteboard. After the all of the leader of the students group done wrote on the whiteboard, the researcher gave correction and gave score of the students answer.

Third meeting on Saturday, May 19th, 2018, and on Wednesday, May 23th, 2018 was the fourth meeting the researcher gave the same direction of the first and second meetings, but the researcher gave a different topic of narrative text but using the same technique. In the last, the researcher gave a post-test on Friday, May 25th, 2018. Before that, the researcher did brainstorming first to take the students' focusing and their attention. The students answered the question based on their knowledge after treatment, from the first meeting until the last meeting.

The pre reading plan (PReP) technique had effective in improving the students reading comprehension. As a fact, based on the finding, most students had good score in post-test. It meant that, the treatment was success in improving the students' reading comprehension. The researcher used this technique by combined with brainstorming, and match card game. Pre reading plan (PReP) technique made learning process become interest because the researcher combined with brainstorming and game.

Before giving the treatment, students based some problems in reading, they were: The students got difficulty to answer the test because they did not have enough vocabularies. The students could not comprehend the meaning of the text. The students lack of motivation in reading a book or English text book because they were got bored about that. The students felt scared to wrong if learning English. After giving the treatment, the students were able to: The students easily comprehend the material because they could improve their ideas, and opinion

about the material. The use pre reading plan (PReP) technique even gave more opportunity to aware their motivation in learning reading so they could be themselves to making prediction of the material, and asking something that they are dont know or dont understand about the material. The students were enjoying in class, the students were more active to ask about the topic what they did not understand, students gave more responses when the researcher asked to do the task in front of the classroom, and students were pleasant with the situation. As conclusion, the pre reading plan technique effective to improve students reading comprehension.

It can be proved by looking Langer statement, claims that the technique can be used to help students access what they know about a topic prior to reading. For those students who know a lot about a topic, it can be used to help them determine what is relevant and what is irrelevant. For those students who may unaware that they know something about a topic, the technique helps them access relevant knowledge. For those students who know very little about a topic, the technique helps extend their understandings sufficintly to prepared them for learning from their texts. As the author meant.

Beside that accordingly Dechant (Zuchdi, 2008:21) , reading is the process of giving meaning to writing, as the author meant. therefore, reading becomes a quite complicated activities. For comprehend the text, the reader must have sufficient knowledge so that understanding the reading can capture the meaning contained in the reading. Knowing the reader's initial skills, the portion in reading will be easily determined.

It needs comprehension in reading the text to get better in catch the idea and information. According to Weaver(2009: 10) reading is a process to determine,



what the reader's brain, emotions and beliefs bring to the reading. It means that reading is the reader's way in interpreting the printed words. It is supported by Linse (2005: 69) argues that reading is making sense of printed word. However, teaching reading comprehension is not an easy job for the teacher. The teachers need improve their teaching method or strategy in order to help the students get the point in reading the text

So from those statement that Prep technique is one of the reading techniques will help teachers in implementing the steps of learning reading comprehension appropriate to the students condition. This technique can use to help the student to know how far is knowledge before reading. For students who may not be aware that they know about the topic, this technique help the students expand the comprehending and for to prepared the students in learn the context. It can be proved by the writers with his researcher that before using (PReP) technique the students could not comprehend the meaning of the text, and the students got difficulty to answer the test because they did not have enough vocabularies. After the use pre reading plan (PReP) technique even gave more opportunity to aware their motivation in learning reading so they could be themselves to making prediction of the material, and asking something that they are dont know or dont understand about the material, so the PReP technique is an activity before reading that can help the students to activated the students knowledge as the first point can comprehend the text well, from that statement above this technique can use as a sign in determining the readiness and needs of different students (Tierney, 1993:39)

## **CONCLUSION**

The discussion of the effectiveness of pre reading plan (PReP) technique to improve students reading comprehension

of narrative text at the second grade students of SMAN 3 Pinrang, the researcher concluded that the prior knowledge of the students before giving the treatment by pre reading plan (PReP) technique the students got low category, beside that, after giving the treatment the students got high category. There is a significant difference of the students' reading comprehension before and after giving treatment. It means that students reading comprehension of narrative text is increase. So, the application of pre reading plan (PReP) technique is effective able to improve students reading comprehension of narrative text at the second grade students of SMAN 3 Pinrang.

Based on the description of the result above, it can be proved by looking at the mean score of the students' test in pre-test and post-test. The mean score of pre-test (56, 42) is lower than the mean score of post-test (73, 76). Then, the t-test (3, 35) was greater than t-table (1, 69). It means that the null hypothesis (H<sub>0</sub>) was rejected and the alternative hypothesis (H<sub>a</sub>) was accepted.

## **REFERENCES**

- Arikunto, S. (2009). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: BumiAksara.
- Fujiasih, D. R. (2014). "Efektivitas Penerapan Pre Reading Plan Technique Terhadap Kemampuan Membaca Pemahaman Teks Bahasa Inggris Siswa Sekolah Dasar". Published Skripsi; Pendidikan Guru Sekolah Dasar Universitas Pendidikan Indonesia Kampus Tasikmalaya:Tasikmalaya.
- Linse, C. T. T. (2005). *Practical English Language Teaching: Young Learners*. New York:McGraw Hill Companies.
- Murni, H. D. (2005). *Improving Reading Skill In English*. Jakarta: Fajar Interpretama Offset.

- Syafeny, N. (2017). "Teaching Reading Comprehension By Using Directed Activities Related To Text (Drta) For The Students". Jurnal KATA 1, no. 2.
- Sugiono, S. (2014). Metode Penelitian Pendidikan. Cet. XX; Bandung: Alfabeta.
- Tierney, Robert. J. et, al. (1980). Reading Strategies And Practices A Compendium. United States Of Amerika: Allyn & Bacon.
- Weaver, C. (2009). Reading Process Brief Edition of Reading Process and Practice. (L. Luedeke, Ed.). Ohio: Winthro Publisher, Inc.