

THE EFFECTIVENESS OF PRE-READING STRATEGIES TO IMPROVE STUDETNS' READING COMPREHENSION AT SMP NEGERI 16 BULUKUMBA

Nurfaika Putri.A¹, Ratu Yulianti Natsir², Ariana³

^{1,2,3}Universitas Muhammadiyah makassar, Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 6, 2022 Revised: December 26, 2022 Accepted: February 26, 2023 Published: August 15, 2024</p> <p>Keywords: Effectiveness Pre-reading Strategies Reading Comprehension</p>	<p>The objective and purpose of this study was to find out if the use of pre-reading strategies was capable of increased students' learning result of 9th grade students' at SMP Negeri 16 Bulukumba. This research was divided class into 2 classes that refer to the control class and experimental class. The researcher data were collected through pre-test and post-test given to students and analyzing data using SPSS. The test gives to students in the form of pre-test as the beginning and post-test as the end of learning after given the treatment. The subject of the study was the students of grade 9th at SMP Negeri 16 as a study site, a total of 89 9th grade students were sampled and the sample used was 60 students, 30 students in control class and 30 students in experimental class. The result of this study showed that the pre-reading strategies could improve students' learning result in reading comprehension. The students' learning result that have been obtained in this study showed improvement. On the initial ability of students' pre-test the result obtained by students' the average score of the class is less than post-test result, both in control class and experimental class, the result obtained by students' in both of control and experimental class an increase in students' learning result in reading comprehension. The analysis result of the "paired sample test" using SPSS also revealed that the significance value was $0.000 < 0.000. 0.05$ for the experimental class, $0.001 < 0.005$ for the control class. This can be seen from the decision guideline, which is the value of Sig. (2-ary) < 0.05 rejects H0 and accepts H1. This indicates that the use of lookahead strategies is effective in improving students' reading comprehension.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to Cite: Putri. A, N., Natsir, R. Y., & Ariana. (2024). <i>The Effectiveness of Pre-Reading Strategies to Improve Studetns' Reading Comprehension At SMP Negeri 16 Bulukumba</i>. English Language Teaching Methodology, 4(2), 190-204. https://doi.org/10.56983/eltm.v4i2.461</p>	
<p>Corresponding Author: Nurfaika Putri.A English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: 105351108718@unismuhmakassar.ac.id</p>	

INTRODUCTION

Mastering the English language, students should focus on four key competencies. Each of these four abilities is referred to as a "skill" (Ariana & R.Umar 2013). Always, these talents are the end aim or learning objectives. An alternative definition might be that of "four languages" as a means by which learners can put the linguistic skills they've acquired to practical use. Reading is an essential part of acquiring the language of the English-speaking world. For students, reading is a challenging skill to master since it involves both internal and external factors. Students' interactions with each other in the reading process provide internal variables, whereas external factors are those that come from outside of the students (Bonwell, 1991:72).

Students must be able to read effectively in order to understand a piece of writing. Many pupils, on the other hand, lack appropriate reading abilities and techniques, resulting in academic difficulties. An important part of reading is the process of searching for and synthesizing the most important information in the text. Therefore, we must endeavor to comprehend the text's main points while reading a paragraph. In order to appreciate what we've just read or what the author meant, we must first understand the paragraph in question (Lamuhiddin, 1988:4).

For the most part, reading consists of exchanging ideas with the author through the medium of a written text into which that author has placed his or her ideas (Nuttal, 1982). That means reading is a written language interaction in which the reader reconstructs the message that is being sent to them. Thus, the purpose of communicating can be achieved. According to Beek et al. (2019), reading comprehension is a good indicator of future academic success. As a means of gaining new information as well as understanding what one has read, reading is the most important activity one can engage in. Pupils must understand what the author is trying to convey in the text when they participate in a reading comprehension assignment.

In the course of teaching and learning, the process of comprehension will therefore be efficiently carried out. Reading is an important part of the day-to-day teaching and learning process, so the teacher normally provides pupils with a large amount of reading material. Reading comprehension in an EFL class focuses on students' ability to grasp literature in a foreign language, so implementing pre-reading practices might help them meet their reading objectives (Kuhi, Asl & Yavari 2013). To recap the early study, Pearson and Hamm (2005) have found that reading comprehension has many components that arise depending on the forms used to convey reading content and how a reader is asked to express their understanding of reading material. However, despite the historical significance, many modern ways to assessing reading comprehension are one-dimensional, with minimal variation in material read and restrictive response formats that do not vary within the test.

Reading is the act of ingesting knowledge from printed works into one's mind (Nasution, Harida & Rambe, S. 2018). He or she will lack confidence if he or she does not

possess the knowledge or information that he or she wishes to impart. Reading has a positive impact on a person's cognitive abilities. The process of contemplating and visualizing the plot, characters, and setting that one encounters while reading a book aids in the development of one's cognitive abilities. On the other side, many students struggle with reading comprehension. Some students had difficulties with the reading process, including a lack of interest in reading, trouble responding questions after reading the book, and a lack of knowledge of how to read so that they could answer the questions.

Learning and teaching are both based on a large number of facts. It is said that after conducting pre-observation and interview observation at SMP Negeri 16 Bulukumba, the researcher was able to obtain the true facts. The English teacher had provided the researcher with this data. In fact, the school's kids were unable to comprehend what they were reading. That's why teachers use repeated methods to help pupils improve their skills: students are taught not just skills, but all four at the same time. For this reason, because of the pupils' poor reading comprehension skills, I plan on bringing a copy of the title of my study to the school to ensure that the study is both fruitful and informative.

Based on the explanation above, in this study researcher would prove the effectiveness of pre-reading strategies in learning process. Vocabulary and reading mastery would be the object to measure the students' reading comprehension.

RESEARCH METHOD

In this study, the researcher used an Experimental design. As noted previously, quasi-experimental designs were frequently used to evaluate educational programs; random assignment is neither practicable nor practical. Quasi-experiments are similar to randomized controlled trials in many respects, but there are many challenges in designing and conducting a quasi-experiment when internal validity threats are introduced from the absence of randomization. (Maciejewski, M. L. 2020). The researcher used a quasi-experimental design with nonrandom pre- and post-tests. The subjects of the study divided were into two groups: the experimental group, which receives pre-reading strategies as a treatment, and the control group, which uses conventional methods without pre-reading strategies. This study's population consisted of ninth-grade students from SMP Negeri 16 Bulukumba, which was comprised of three classes with varying numbers of students in each. Students in each grade and class (IX.A, IX.B, and IX.C). Therefore, the total population of SMP Negeri 16 Bulukumba was 89 students. The researcher used the cluster sampling technique. The researcher used cluster sampling technique because that it is possible to examine every individual who composes a particular population and it is also able to provide benefits such as cost and time efficiency, especially for samples that are geographically dispersed and will be difficult to take samples appropriately. The researcher take a class as a sample, the sample for this research is ninth grade which consist of 60 students. The first class is IX.A which had 30 students as a control class and the second class is IX.C which had 30 students' as a experiment class.

RESULTS AND DISCUSSIONS

Based on the results of this study, researchers found that this is the case for learning English to improved students' reading comprehension using pre-reading strategies, better results are obtained in learning English to improved reading comprehension. This is evident from the results of the data of 30 students who completed the pre-test and post-test. The significance values obtained were found to be $0.000 < 0.000$ using the paired sample test with SPSS. 0.05 for the experimental class, $0.001 < 0.005$ for the control class. This can be seen from the decision guideline, which is the value of $\text{Sig. (2-ary)} < 0.05$ rejects H_0 and accepts H_1 . This demonstrates that the reading comprehension of her 9th grade students at SMP Negeri 16 Bulukumba can be effectively improved through the use of pre-reading strategies.

According to the research results of by Septian, D., & Safitri, L. (2021) demonstrates that the learning result in improved reading comprehension in procedure text could improve students' learning result in reading comprehension, where the students' learning results that had been obtained in this study showed improvement.

Sholihah (2020), demonstrates that pre-reading plan (PReP) strategy has a substantial impact on students' reading comprehension. In the significance table, it can be observed and significance levels of 5 percent and 1 percent, the significance degree values showed that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, teaching reading through pre-reading strategies can improve students' reading comprehension.

And supported by research results from Lailiyah et al (2019). With title: "The Effect of Pre-Reading Strategies on EFL Students' Reading Comprehension." Students who were exposed to pre-reading procedures demonstrated considerably higher reading achievement than those who did not receive any intervention. Therefore, through that use pre-reading strategies can improve students' reading comprehension. Another researcher result showed indicated that pre-reading strategies in the categories of restating and summarizing have no significant relationship with students' academic performance. It is strongly recommended that teachers incorporate pre-reading strategies into their lesson planning, Darantinao (2018).

Focused on improving students' reading comprehension, English learning improved significantly after using the reading-aloud strategy in the learning process. Helps improve student reading comprehension. In this strategies, the researcher can help to made students' easy to understand what kind of the text about and how the text organize with a simple explanation and an easy way. So the students can answer the question about the text easily. This improves students' interest in learning and their activity in the teaching and learning process.

By using several strategies that can use and improve reading comprehension in the teaching and learning process. This will make it easier for students to remember the important things or what are the main things that need to be in a text and of course make students' easy to answer the question on text. It can be seen from the mean score of students in experimental class and control class the pre and post test. If the average score after the test was higher than the average score before the test, it can be concluded that the use of reading strategies effectively improved her grade 9 reading skills in SMP Negeri 16 Burukumba.

Pre-reading strategies are applied in a way where the researcher explained step of strategies and tells in combined with English and Indonesian language of the strategies and provide some activities that can liven up the classroom atmosphere such as providing opportunities for students to reiterate what things need to be done and remembered before reading the text according to the instruction in the pre-reading strategies. Pre-reading strategies is a one of strategies in learning English that is very easy to use and can help students in the process of understanding about a text and improving student reading comprehension. This will certainly make students feel easy in following the learning English reading comprehension process in class.

From the analysis of the above data, the researchers concluded that the reading strategy may have a greater impact on the students because the test scores after treatment were higher than the test scores before the reading strategy was applied. In other words, using reading aloud strategies to improve reading comprehension among students, especially in grade 9 of SMP Negeri 16 Bulukumba, shows positive effects.

Judging from the average final test scores of Control class and Experimental class are as follows:

1. The mean score of pre-test and post-test of generic structure and vocabulary (noun & verb)

Table 1 mean score of pre-test and post-test students' of generic structure and vocabulary (noun & verb)

Mean Score						
X	Control Class			Experimental Class		
	PRE-TEST	POST-TEST	Improvement	PRE-TEST	POST-TEST	Improvement
Generic Structure	78	80	2%	66.33	81	14.67%

Vocabulary	Noun	77.66	92.33	14.67%	59.66	91	31.34%
	Verb	52.33	64.83	12.5%	47.66	67.7	20.04%
Reading comprehension		69.33	79.05	9.7%	57.88	79.9	22.02%

Based on the table above, showed an increase in students' abilities both from the control class and the experimental class. In the control class, the students' ability to understand the generic structure of the procedure text at the pre-test score of 78 experienced an increase in the post-test score of 80. In the students' translating ability in term of vocabulary, both nouns verbs, there was also an increase in the pre-test value of nouns is 77.66 increased to 92.33 in the post-test score while the pre-test verbs is 52.33 also increased to 64.83. Furthermore, in the experimental class, the students' ability to understand the generic structure of procedure text at the pre-test score of 66.33 experienced an increase in the post-test score, which was 81. In the also an increase in the students' translating ability in term vocabulary both nouns and verbs, there was also an increase in the pre-test score noun is 59.66 increased to 91 in the post-test while the pre-test value of verb is 47.66 also increased to 67.7. in the end the value conclude of reading comprehension students' in control class are 69.33 for pretest, 79.05 for posttest. While in experiment class 57.88 for pretest and 79.9 for posttest.

2. The classification and frequency of Pretest and Posttest for Experimental Class

Table 2 Classification and Frequency of students' Generic Structure Pretest and Posttest for Experiment Class.

Classification	Score	Generic Structure			
		Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Excellent	96-100	1	3%	12	40%
Very Good	86-95	8	26%	5	16%
Good	76-85	2	7%	3	10%
Fairly Good	66-75	6	20%	2	7%
Fairly	56-65	5	16%	3	10%
Poor	46-55	2	7%	3	10%
Very Poor	0-45	6	20%	2	7%
TOTAL		30	100%	30	100%

Table 4.2 shows the categories, frequency and percentage of students' vocabulary (noun and verb) and generic structure test scores through pretest and posttest. In the students' pretest of generic structure, the results obtained the total students' scored percentage is 20% or there are 6 students' with a very poor

classification. And there are 8 students' who have a very good classification with 26% percentage. Meanwhile, in posttest the score in the very good not improve, there are 5 students' from 8 students' with a percentage of 16% and there is 2 student in very poor with a percentage 7%.

Table 3 Classification and Frequency of students' Vocabulary Pretest and Posttest for Experiment Class

Classification	Score	Vocabulary							
		Noun				Verb			
		Pre-test		Post-test		Pre-test		Post-test	
		Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Excellent	96-100	3	10%	21	70%	-	0%	4	13%
Very Good	86-95	5	16%	4	13%	-	0%	6	20%
Good	76-85	6	20%	-	0%	6	20%	-	0%
Fairly Good	66-75	1	3%	3	10%	5	16%	7	23%
Fairly	56-65	5	16%	1	3%	4	13%	6	20%
Poor	46-55	1	3%	-	0%	2	7%	3	10%
Very Poor	0-45	8	26%	1	3%	13	43%	4	13%
TOTAL		30	100%	30	100%	30	100%	30	100%

In pre-test noun vocabulary, there are 8 or 26% percentage students with very poor classification. And there are 5 students or 16% percentage with very good classification. Meanwhile, in posttest the score in the very good not improve by 4 students' from 5 students' with a percentage of 16% and there is 1 student in very poor with a percentage 3%. In pre-test verb vocabulary, there are 13 or 43% percentage students with very poor classification. And there are no students with very good classification. Meanwhile, in posttest the score in the very good, improved by 6 students' from there is no students' with a percentage of 20% and there are 4 student in very poor with a percentage 13%. This improve can be seen in the chart below:

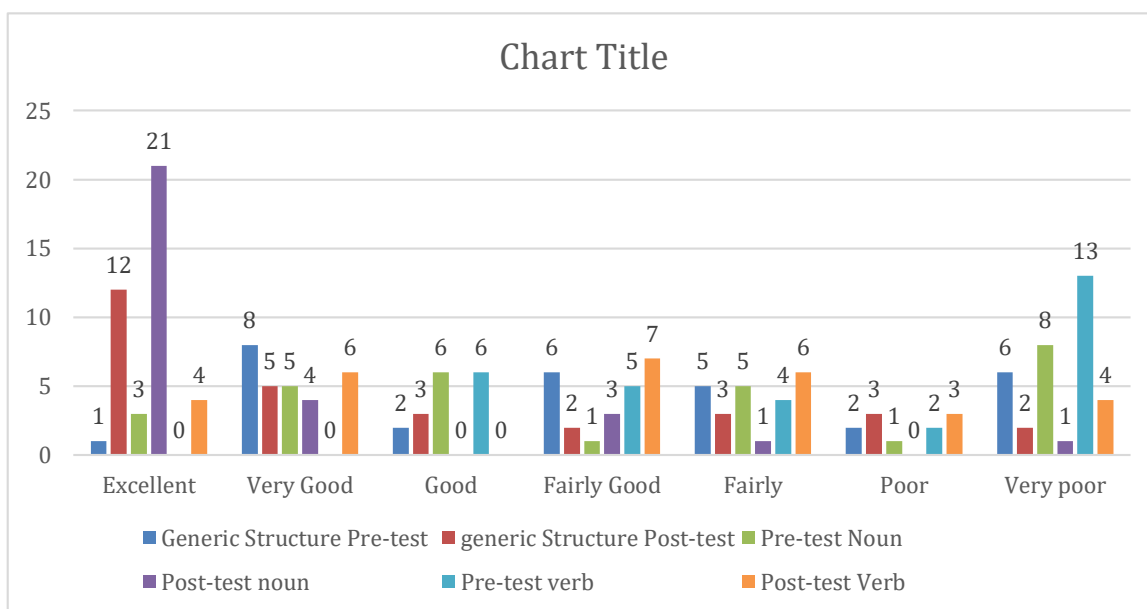


Fig 1. chart of pre-test and post-test for Experimental class

3. The classification and frequency of Pretest and Posttest for Control Class

Table 4 Classification and Frequency of students' Generic Structure Pretest and Posttest for Contol Class

Classification	Score	Generic Structure			
		Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Excellent	96-100	7	23%	11	36%
Very Good	86-95	6	20%	6	20%
Good	76-85	6	20%	3	10%
Fairly Good	66-75	6	20%	1	3%
Fairly	56-65	2	7%	5	15%
Poor	46-55	1	3%	2	7%
Very Poor	0-45	2	7%	2	7%
TOTAL		30	100%	30	100%

Table 4 shows the categories, frequency and percentage of students' vocabulary (noun and verb) and generic structure test scores through pretest and posttest. In the students' pretest of generic structure, the results obtained the total students' scored percentage is 20% or there

are 6 students' with a very good classification. And there are 2 students' who have a very poor classification with 7% percentage. Meanwhile, in posttest the score in the very good not improve, there are 6 students' from 6 students' with a percentage of 20% and there is 2 student in very poor with a percentage 7%.

Table 5 Classification and Frequency of students' Vocabulary Pretest and Posttest for Control Class

Classification	Score	Vocabulary							
		Noun				Verb			
		Pre-test		Post-test		Pre-test		Post-test	
		Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Excellent	96-100	9	30%	15	50%	-	0%	3	10%
Very Good	86-95	6	20%	10	33%	1	3%	2	7%
Good	76-85	2	7%	3	10%	8	26%	-	0%
Fairly Good	66-75	5	16%	1	3%	7	23%	16	53%
Fairly	56-65	2	7%	1	3%	3	10%	4	13%
Poor	46-55	2	7%	-	0%	1	3%	-	0%
Very Poor	0-45	4	13%	-	0%	10	33%	5	17%
TOTAL		30	100%	30	100%	30	100%	30	100%

In pre-test noun vocabulary, there are 4 or 13% percentage students with very poor classification. And there are 9 students or 30% percentage with very good classification. Meanwhile, in posttest the score in the very good, improved by 14 students' from 9 students' with a percentage of 50% and there is no student in very poor. In pre-test verb vocabulary, there are 10 or 33% percentage students with very poor classification. And there is only one students with very good classification. Meanwhile, in posttest the score in the very good improved by 2 students' from 1 students' with a percentage of 7% and there are 5 students in very poor with a percentage 16%. This improve can be seen in the chart below:

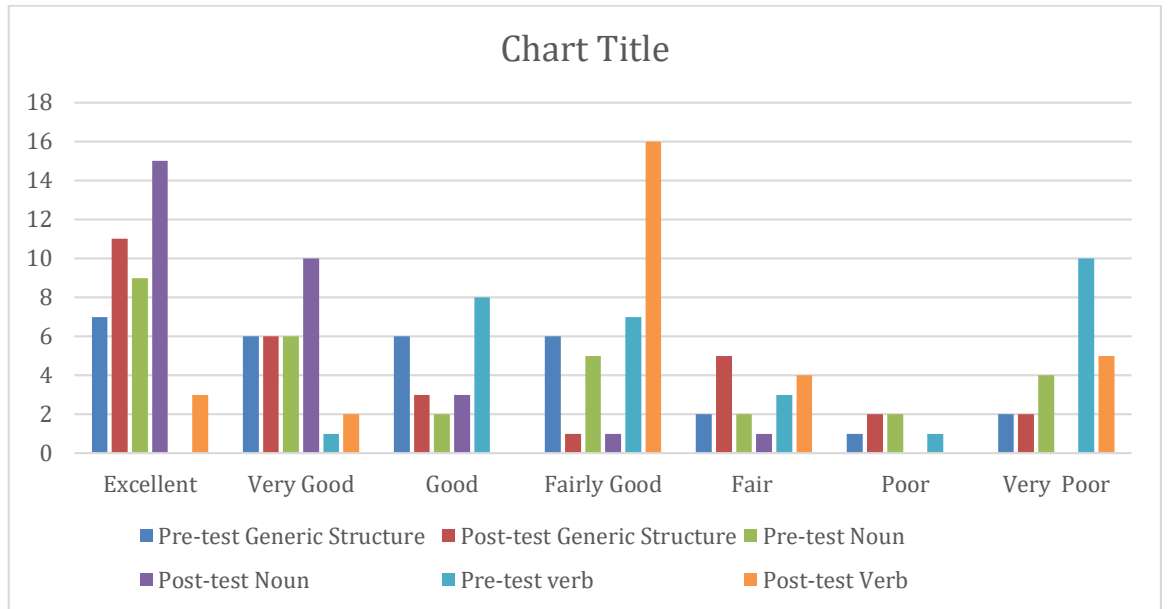


Fig 2. chart of pre-test and post-test for Controll class

4. Total Reading Test Scores of Experimental Class Students Using SPSS

From Table 4 below, it can be seen that the student's test results, i.e. pre- and post-test results at SMP Negeri 16 Burukumba, were entered into his SPSS application for analysis. The learning outcomes of students using reading strategies to improve their reading comprehension can be seen in the table below.

Table 6 Pre-test and post-test learning outcomes of experimental class in SMP Negeri 16 Bulukumba using SPSS.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	58.9333	30	24.77336	4.52298
	PostTest	81.6333	30	17.87598	3.26369

From the table above, it can be seen that the pretest scores for the 9th grade students of SMP Negeri 16 Bulukumba had an average of 58.93 with a standard deviation of 124.773 for the pretests taken, whereas scores were taken after the test. I understand. mean is 81.63, standard deviation is 17.875.

Table 7. Paired Samples Test

Paired Samples Test									
		Paired Differences					t	d f	Sig. (2- taile d)
		Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pa ir 1	PreTe st - PostT est	22.700 00	22.752 26	4.153 98	31.195 84	14.204 16	5.4 65	2 9	.000

Based on the paired sample test table above, we know that the value of Sig. (2-sided) is $0.000 < 0.005$. Since it is 0.005 , we can conclude that H_0 was rejected and H_1 was accepted. Therefore, it can be seen that there is a difference in the average score between the pre-test and the post-test. For application to SMP Negeri 16 Bulukumba Class 9, it can also be interpreted that learning English reading comprehension with reading strategies is very effective as it can improve students' reading comprehension.

5. The total score of the students reading test of control class by using SPSS

Table 8 Pre-test and post-test learning outcomes of Control class in SMP Negeri 16 Bulukumba using SPSS.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	70.2667	30	21.61885	3.94704
	POST TEST	79.7667	30	17.80485	3.25071

Based on the table above, it can be seen that the pre-test results of 9th grade students of SMP Negeri 16 Bulukumba, the mean of the pre-test obtained was 70.26 with a standard deviation of 21.618 while the post-test score is obtained with the mean was 79.76 with a standard deviation of 17.804.

Table 9 Paired Samples Test

Paired Samples Test									
		Paired Differences				t	d f	Significance	
		Mea n	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference			On e-	Tw o-

					Lower	Upper			Side d p	Side d p
Pa ir 1	Pre - Tes t - Pos t Tes t	- 9.50 0 00	11.410 07	2.083 18	- 13.760 59	- 5.239 41	- 4.5 60	2 9	<.0 01	<.0 01

Table Paired-Samples Tests Based on the Paired-Samples Tests table above, we find that the Sig. (two-tailed) value is $0.001 < 0.001$. Since it is 0.005 , we can conclude that H_0 was rejected and H_1 was accepted. Therefore, it can be seen that there is a difference in the average score between the pre-test and the post-test. For application to SMP Negeri 16 Bulukumba Class 9, it can also be interpreted that learning English reading comprehension with reading strategies is very effective as it can improve students' reading comprehension. The analysis of Data Using SPSS

DISCUSSION

The discussion results of this research, the researchers found that in learning English to improved students' reading comprehension using pre-reading strategies, better results are obtained in learning English to improved reading comprehension. This is evident from the results of the data of 30 students who completed the pre-test and post-test. The significance values obtained were found to be $0.000 < 0.000$ using the paired sample test with SPSS. 0.05 for the experimental class, $0.001 < 0.005$ for the control class. This can be seen from the decision guideline, which is the value of Sig. (2-ary) < 0.05 rejects H_0 and accepts H_1 . This indicates that the use of read-ahead strategies effectively improves the reading comprehension of her Grade 9 students at SMP Negeri 16 Bulukumba.

From the analysis of the above data, the researchers concluded that the reading strategy may have a greater impact on the students as the test scores after treatment were higher than the test scores before the reading strategy was applied. In other words, the use of reading aloud strategies to improve reading comprehension of students, especially in grade 9 of SMP Negeri 16 Bulukumba.

CONCLUSION

Based on the findings and discussions in the previous chapter, it can be concluded that in the teaching and learning process the selection of learning models plays an important role in achieving the goals to be achieved. From the results and discussion in

the previous chapter, it can be concluded that the learning ability of the students has improved.

1. Firstly we can be seen from control class students' mean score of pre-test 78 and post-test 80. While from experimental class, we can be seen students' mean score of pre-test 66.33 and post-test 81 for generic structure
2. Secondly values of pre-test 52.33 and post-test 64.83 for vocabulary verbs, and pre-test 77.66 while post-test is 92.33 for nouns in control class. While for experimental class pre-test value is 59.66 and post-test 91 for nouns and for vocabulary verbs, pre-test value is 47.66 and post-test 67.7.
3. Value of mean score in reading comprehension for generic structure, vocabulary noun and verb in pre-test is 69.33 and post-test 79.05 for control class. While in experimental class, value of mean score for generic structure, vocabulary noun and verb in pre-test is 57.88 and post-test 79.9.

From the explanation result above in can be concluded that the pre-reading strategies by two classes can improve the students' learning result in reading comprehension on procedure text. This can also be seen from the average scores that students obtained from two tests, a pre-test and a post-test, in the experimental and control classes. From the data analysis results in the Shapiro-wilk table, the significance value for the control class is 0.001 and the experimental class is 0.000. These data imply that the resulting data are not normally distributed, as the significance value was less than $\alpha = 0.005$. Based on the table of paired sample tests in the previous chapter, the values of Sig. (two-tailed) are $0.001 < 0.001$. 0.05. So H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that reading strategies can improve students' reading comprehension.

REFERENCES

- Agung, M. 2022. The Effectiveness Of Lima Sahabat To Enhance The Students' vocabulary Achievement. *Joel: Journal Of English Education And Literature*, 3(1) : 123-139.
- Ameliah, M., Syam, U. K., Anugrawati, N., Sangkala, I., & Abdul, N. B. (2019). Using picture media to enhance writing ability in procedure text. *Exposure Journal*, 8(1), 48-59.)
- Andreola, C., Mascheretti, S., Belotti, R., Ogliari, A., Marino, C., Battaglia, M., & Scaini, S. (2021). *The heritability of reading and reading-related neurocognitive components: A multi-level meta-analysis. Neuroscience & Biobehavioral Reviews*, 121, 175-200.
- Azizifar, A., Roshani, S., Gowhary, H., & Jamalinesari, A. (2015). *The effect of pre-reading activities on the reading comprehension performance islamihigh school students. Procedia-Social and Behavioral Sciences*, 192, 188-194.
- Bonwell, C. & Eison, J. (1991). *Active learning: Creating excitement in the classroom*. ERIC Digest. Available. Retrieved from
- Darantinao Luz Bulawin (2018). *Pre-reading Strategies and the Academic Performance of Students in Science at Rachinee Burana School, Nakhonpathom, Thailand*. RMUTT

ICSS 2018 PROCEEDINGS RAJAMANGALA UNIVERSITY OF TECHNOLOGY
THANYABURI, THAILAND.

- Ebadi, S., Minoo, A. (2010), The Effects of Pre-reading Activities on ESP Reading Comprehension, Sharif University of Technology, Tehran, Iran.
- Eren-Zaffar, Nesrin. (2020). The Impact of Pre-reading Strategies on Reading Performance: An Action Research. In *2020 Sixth International Conference on e-learning (econf)* (pp. 210-213). IEEE.
- Febrianti, M. S., Arifin, M. N., & Rohbiah, T. S. (2022). The Use of Pre-Reading Strategy in Teaching Reading Comprehension. *Journal of English Language Teaching and Cultural Studies*, 5(1), 12-21.
- Febrianti, Maria Shusanti. (2022). The Use of Pre-Reading Strategy in Teaching Reading Comprehension (A Case Study at the Ninth Grade of SMPN 1 Mancak, Serang District) (Doctoral dissertation, UIN SMH BANTEN).
- Fletcher, Jack M. (2006). Measuring reading comprehension. *Scientific studies of reading*, 10(3), 323-330.
- Iswardati, (2016). The Implementation of Group Investigation to improve the students' speaking skill. *Dinamika Ilmu*, 245-261.
- Kathleen T. McWhorter, *Efficient and Flexible Reading*, (Niagara County Community College: Harper Collins Publisher, 1992), p. 23-24
- Lailiyah, M., Wediyantoro, P. L., & Yustisia, K. K. (2019). Pre-Reading strategies on Reading comprehension of EFL Students. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 4(2), 82-87.
- Lamuhiddin, (1988). Correlation between Vocabulary Command and Reading Comprehension of the second year students of SMA Negeri 3 UP. Thesis: FPBS IKIP UP.
- Lating, Ahmad Zakqy Yamani. "The Improvement of the Students' Ability in Writing Procedure Text Using Video Recipe." *Journal of Languages and Language Teaching* 10.3 (2022): 461-468.)
- Limpo, A. (2015) " narrative text dan soal essay appendix skripsi Bahasa inggris " <http://www.aminlimpo.com/2021/01/narrative-text-dan-soal-essay-dengan.html?1> diakses pada 22 Juni 2022 pukul 06.14.
- Lutfi, (2021) The Effect of Paired Reading Strategy on Students' Reading Comprehension Achievement (A Quasi-experimental Research at the Eleventh Grade of MAN 02 Kota Bengkulu in Academic Year 2020/2021
- Maandig, R. B., Lomibao, L. S., & Luna, C. A. (2017). Structured Content Reading Instruction vs. Direct Instruction: Their Implication on Students' Achievement, Reading Comprehension and Critical Thinking in Mathematics. *American Journal of Educational Research*, 5(5), 574-578.
- MACIEJEWSKI, Matthew L. (2020) Quasi-experimental design. *Biostatistics & Epidemiology*, 4.1: 38-47.
- Marinaccio, Jessica. (2012). The most effective pre-reading strategies for comprehension.
- Mihara, Katsuyoshi. (2011). Effects of pre-reading strategies on EFL/ESL reading comprehension. *TESL Canada Journal*, 51-51.

- Mousavian, S., & Siahpoosh, H. (2018). The Effects of vocabulary pre-teaching and pre-questioning on intermediate Iranian EFL learners' reading comprehension ability. *International Journal of Applied Linguistics and English Literature*, 7(2), 58-63.
- Norhaida, N. The Implementation of Image Media for Improving Reading Skills at SDN 24 Delta Pawan. *International Journal of Learning and Instruction (IJLI)*, 2(1), 51-64.
- Oakhill, J., Cain, K., & Elbro, C. (2014). *Understanding and Teaching Reading Comprehension: A handbook* (1st ed.). Routledge. <https://doi.org/10.4324/9781315756042>
- Ogbedeagu, P. E., & Uzomah, S. D. (2022). Investigating Reading Deficiencies in Students: A Case Study of Girls' Secondary School, Ikenegbu, Owerri, Imo State, Nigeria. *International Journal of English Language Teaching*, 10(2), 36-44.
- Perfetti, C., & Stafura, J. (2014). Word knowledge in a theory of reading comprehension. *Scientific studies of Reading*, 18(1), 22-37.
- Riandry Fadilah Nasution, Eka Sustri Harida, & Sojuangon Rambe (2018) Reading Strategies Used By Successful Readers Of English Department Students Of State Institute For Islamic Studies Padangsidimpun
- Rustika, Ina Indra (2019). The Implementation of pre-reading strategy in improving reading comprehension ability of the tenth graders (Doctoral dissertation, Universitas Negeri Malang).
- Royer, J. M., & Cunningham, D. J. (1981). On the theory and measurement of reading comprehension. *Contemporary Educational Psychology*, 6(3), 187-216.
- Sari, Santy Permata. (2007). The effectiveness of pre-reading activities to improve students reading comprehension
- Seidenberg, M. S., Cooper Borkenhagen, M., & Kearns, D. M. (2020). Lost in translation? Challenges in connecting reading science and educational practice. *Reading Research Quarterly*, 55, S119-S130.
- Septian, D., & Safitri, L. (2021). Improving Students Reading Comprehension of Procedure Text By Using Demonstration Method At Grade X IPA 1 SMAN 1 Candung. *Indonesian Journal of Learning Studies*, 1(1), 81-86.
- Simin, Shahla. (2012). The Effect of Pictorial Context on Reading Comprehension of EFL Readers. *Elisir International Journal of Linguistics and Translation*, 45.
- Thongyon, P., Chiramanee, T., & Chiramanee, T. (2014). The effects of pre-reading activities on reading comprehension ability.
- Sholihah, Mar'atus. (2020). The Effectiveness of Pre-Reading Plan (PREP) Strategy in Improving The Students' Rading Cmprehension on Narrative Text (An Experimental Research of the First Grade of SMK PGRI 1 Salatiga in the Academic Year 2018/2019).
- Tang, Jingwei. (2022). A Review on the Research of English Reading Theories--A Perspective from Second Language Acquisition. *Language in India*, 22(5).
- Weganofa, R., Pratiwi, N., Liskinasih, A., & Sulisty, G. H. (2020). The effectiveness of pre-reading activities on gifted students: A case on low achievement students. *Journal for the Education of Gifted Young Scientists*, 8(1), 501-513.

