THE EFFECTS OF VOCABULARY BEFORE READING AND QUESTION BEFORE READING ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT

A THESIS

As Partial Fulfillment of the Requirements
For the Sarjana Pendidikan Degree in
English Language Teaching Faculty

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ABSTRACT

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Scientists prove that schemata hold a great influence in students' reading comprehension. By activating students' schemata, teacher can help the students to achieve better comprehension on a reading text. The entire reading teachers realize this; therefore, they always conduct a kind of pre-reading activity, which is question before reading to activate students' schemata on the topic discussed. However, this pre-reading activity is not sufficient in activating students' schemata, yet providing them with vocabulary knowledge before they read the text. In this study, the writer suggested to use vocabulary before reading instead of question before reading in the pre-reading activity.

Furthermore, this experimental study was the conducted to see the effect of vocabulary before reading and question before reading on the students' reading comprehension achievement. The purpose of the study was to find out the answer of a question: "Is there any significant difference between the reading comprehension achievement of the students taught using vocabulary before reading and those taught using question before reading?" The hypothesis was then put forward: There is a significant difference between the reading comprehension achievement of the students taught using vocabulary before reading and those taught using question before reading.

A quasi experimental study in intact classes was then carried out. By having the students of the third grade of SMPK St.Agnes year 2005/2006 as the sample, the writer conducted a pretest-posttest two groups design in this study. The test used was in the form of multiple choice comprehension questions, consisted of 30 numbers. The result of the post-test was then analyzed by using t-test formula to see whether there is any significant difference between the reading comprehension achievement of the students taught using vocabulary before reading and those taught using question before reading.

The data analysis revealed that vocabulary before reading gave better effect on the students' reading comprehension achievement. A further analysis on the students' ability in answering different kinds of comprehension question was then conducted. The result of this analysis also supported that vocabulary before reading gave better effect on the students' ability in answering different kinds of comprehension questions.

As a conclusion, it can be pointed out that there is a significant difference between the reading comprehension achievements of the students taught using vocabulary before reading and those taught using question before reading, in which students taught using vocabulary before reading got better achievement.