

**A COMPARATIVE STUDY OF
THE EFFECT OF TWO PRE-READING ACTIVITIES
ON THE STUDENTS' READING COMPREHENSION OF
THE SECOND YEAR STUDENTS OF SMU DAPENA I
SURABAYA**

A THESIS

**As Partial Fulfillment of The Requirements for
The Sarjana Pendidikan Degree in
English Language Teaching Faculty**



By

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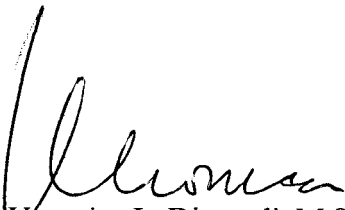
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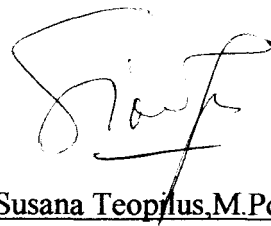
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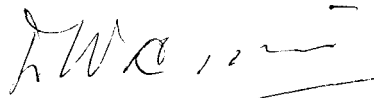
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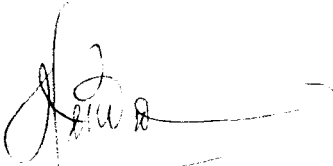
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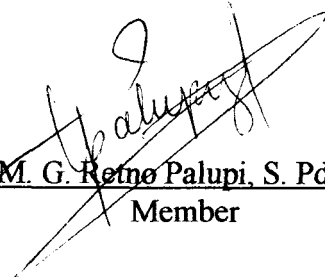
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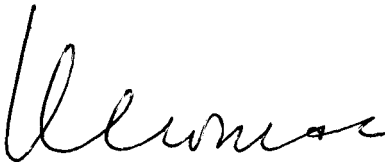
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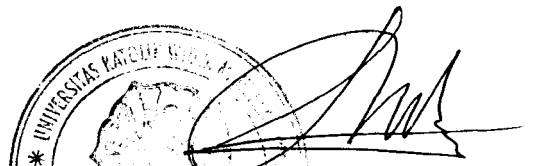


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The Writer

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**VI : Calculation for Two Means Test (Post Test) of Experimental
Groups (Class C and D)**

ABSTRACT

Julia, Lily. A Comparative Study of the Effect of Two Prereading Activities on Students' Reading Comprehension of the Second-Year Students of SMU DAPENA I Surabaya. Thesis: Program Studi Pendidikan Bahasa dan Seni. FKIP. Universitas Katolik Widya Mandala Surabaya. First Advisor: DR. Veronica L. Diptoadi, M. Sc. Second Advisor: Dra. Susana Teopilus, M. Pd.

Key Words: prereading activities, pictorial context, prequestioning, and vocabulary preteaching.

Learning a language means acquiring a set of skills, namely, Reading, Listening, Speaking, and Writing. However, as it has been stated in GBPP Curriculum 1994, among those skills, reading is the most important skill that students should have. Reading is a method of increasing students' knowledge of the language. However, students who read in a foreign language seem to have some difficulties in comprehending a text. Such difficulties are often experienced by students when they are reading the text for the first time; they not only lack vocabulary and conceptual knowledge, but they also have difficulty in using language cues to get meaning.

Realizing the importance of reading, the writer therefore thinks that good techniques in reading are required by teachers and students. In this study, the writer suggests two techniques in prereading activities, namely, pictorial context + prequestioning and vocabulary preteaching, which are considered to be good ways of helping students to familiarize themselves with the content of the reading passage before the actual reading begins so that they can understand the reading passage better and faster. The writer compares these two techniques in prereading activities: pictorial context + prequestioning and vocabulary preteaching to find out which one of both techniques has better result or effect on the students' reading comprehension.

In conducting this experiment, the writer uses the second-year students of SMU DAPENA I Surabaya as the samples of her study. Based on the three reading passages during the treatments and one reading passage for the post test, the data show that there is no significant difference in students' reading comprehension achievement between the two classes. The results of the students who are taught using pictorial context + prequestioning are as good as those of the students who are taught using vocabulary preteaching.