

## ABSTRACT

Ekaningrum, Vindy Cahya. 2014. *Students' Perception on Pre-reading Activities in Basic Reading II Class of the English Language Education Study Program of Sanata Dharma University*. Yogyakarta: Sanata Dharma University.

In a reading classroom, the teacher needs to prepare the students since the beginning of a reading process. The teacher can create pre-reading activities before the students start to read. The pre-reading activities are essential to activate students' background knowledge and to develop students' motivation. They will create an effective reading classroom. The students' perception on the teachers' instruction shows whether the teaching techniques meet the students' need or not. Because of this reason, the researcher wants to find out the varieties of pre-reading activities used by the teacher and the students' perception on the implementation of pre-reading activities.

This research was conducted in *Basic Reading II* class of the English Language Education Study Program of Sanata Dharma University. In this research, there were two problem formulations: 1) What kinds of pre-reading activities that are used by *Basic Reading II* teacher in the English Language Education Study Program of Sanata Dharma University? 2) How is the students' perception on pre-reading activities used by the teacher?

This research was a survey research. In gathering the data, there were two instruments used in this research. They were interview and questionnaire. The interview was done by interviewing the teacher of *Basic Reading II* Class. The interview was used to answer the first research question about the varieties of pre-reading activities that are used by *Basic Reading II* teacher. Then, the researcher distributed the questionnaire to 56 students of *Basic Reading II* class. The questionnaire was used to answer the second research question about students' perceptions on pre-reading activities used by the teacher.

The result of this research showed that brainstorming, pre-teaching vocabulary, pre-questioning, visual aids, and KWL strategy were the varieties of pre-reading activities used by the teacher. Among those five, there was one activity implemented differently. There were two different implementations of pre-teaching vocabulary. There were also two activities combined together, they were the use of visual aids and KWL strategy. The students had positive perception on the implementation of pre-reading activities in *Basic Reading II* Class. The students got many advantages from the implementation of pre-reading activities to help them in understanding reading materials.

Keywords: perception, pre-reading activities, *Basic Reading II* class

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*Di dalam kelas membaca, seorang guru harus mempersiapkan siswa sejak awal proses membaca. Guru dapat membuat kegiatan awal sebelum siswa mulai membaca. Kegiatan pra-membaca sangat penting untuk mengaktifkan latar belakang pengetahuan siswa dan mengembangkan motivasi mereka. Hal itu akan menciptakan kelas membaca yang efektif. Persepsi siswa terhadap tehnik mengajar guru itu penting. Persepsi siswa menunjukkan apakah tehnik mengajar guru telah sesuai dengan kebutuhan siswa. Karena alasan ini, peneliti ingin menemukan variasi kegiatan pra-membaca yang digunakan oleh guru dan persepsi siswa tentang pelaksanaan kegiatan pra-membaca tersebut.*

*Penelitian ini dilakukan di kelas Basic Reading II di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma. Dalam penelitian ini, ada dua rumusan masalah: 1) Apa saja jenis kegiatan pra-membaca yang digunakan oleh guru Basic Reading II di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma? 2) Bagaimana persepsi siswa pada kegiatan pra-membaca yang digunakan oleh guru?*

*Penelitian ini merupakan penelitian survei. Dalam pengumpulan data, ada dua instrumen yang digunakan dalam penelitian ini, yaitu wawancara dan kuesioner. Wawancara dilakukan dengan mewawancarai guru kelas Basic Reading II. Wawancara ini digunakan untuk menjawab rumusan masalah pertama tentang variasi kegiatan pra-membaca yang digunakan guru Basic Reading II. Kemudian, peneliti menyebarkan kuesioner kepada 56 siswa kelas Basic Reading II. Kuesioner ini digunakan untuk menjawab rumusan masalah kedua tentang persepsi siswa pada kegiatan pra-membaca yang digunakan oleh guru.*

*Hasil penelitian ini menunjukkan bahwa brainstorming, pre-questioning, pre-teaching vocabulary, visual aids, dan KWL strategy adalah jeni-jenis kegiatan pra-membaca yang digunakan oleh guru. Ada satu kegiatan yang dilaksanakan secara berbeda. Ada dua implementasi yang berbeda dari pre-teaching vocabulary. Ada juga dua kegiatan yang digunakan bersama-sama, yaitu penggunaan visual aids dan KWL strategy. Para siswa memiliki persepsi positif terhadap pelaksanaan kegiatan pra-membaca di kelas Basic Reading II. Para siswa mendapat banyak keuntungan dari pelaksanaan kegiatan pra-membaca untuk membantu mereka dalam memahami bahan bacaan.*

*Kata kunci:* perception, pre-reading activities, Basic Reading II class