

Surabaya. Therefore, the researcher just did observation, interview, gave test that done by the teacher and collecting the data. The researcher described all of the data that the researcher got.

B. Research Setting and Subject

This research taken study at SMP Muhammadiyah 5 Surabaya, Jl. Pucang Taman No. 1/2. In order to get the data, the researcher focused only on students in VIII E regular class.

C. Source of the Data

Source of the data is the important thing in a field research. The sources of the data of this research are as follow:

1. The documents, books, and references that are needed in this research.
2. The English teacher of grade 8 E class at SMP Muhammadiyah 5 Surabaya, Rahmad Fudoli, S. S. The English teacher is the primary source of the data from which the researcher observed the English teacher's steps to implement pre-reading activities at classroom. Also, the researcher has interviewed the English teacher to get some information. The English teacher have completed and fulfilled the instruments of the study.
3. Students grade 8 E of regular class at SMP Muhammadiyah 5 Surabaya. The class consists of 33 students. Students of grade 8 regular class is the most possible object in this research, because they do not follow final examination (UNAS) as students of grade 9 and they are not beginner students as students of grade 7.

teacher led the class to study reading through pre-reading and how well the students mastered the materials. All of the results of observation were written in the descriptive form. Observation has taken different types of pre-reading activities in the same class. The researcher have arranged observation schedule to do three times as follow:

TABLE I SCHEDULE

No.	Schedule of Meeting	Day/Date	Kinds of Pre-reading Used
1.	Observation 1	Thursday, 19 May 2011	Use pre-questioning
2.	Observation 2	Tuesday, 24 May 2011	Use prediction.
3.	Observation 3	Thursday, 26 May 2011	Use vocabulary

2. Interview

The interviewer, respondents, the interview material and interview guidance are the main components of this data collection method. In this study, the researcher interviewed the English teacher and students to get and complete the data, which cannot be found in the observation. It is also used to minimize the mistakes happened in the observation.

Interview was done to complete the data such as the implementation of pre-reading activities in teaching reading, the data about teaching-learning material used by English teacher to implement pre-reading activities in teaching reading, such as lesson plan and syllabi, the difficulties encountered by the teacher in teaching reading during the class, the type of pre-reading is

from the result of the analysis and scores of composition of reading text. It means, the score of test used to measure students' reading comprehension achievement.

The test was done in the end of every meeting of the class, after the students get pre-reading activities in teaching reading. The tests have done by the teacher. The teacher already had the standard score for reading skill.

5. Documentation

The researcher got the data from the teacher's documents. The documents are needed to find out information about the syllabus, students' reading score, students' worksheet and lesson plan of grade 8 that were used in teaching and learning by the teacher.

E. Research Instrument

The researcher arranges and makes the instrument of the study herself that would be used to collect the data. All of instruments of study are composed using English. Instrument of study are used in this research as follows:

1. Observation Checklist

The researcher used observation checklist to guide the researcher when observing the learning process in using pre-reading activities. The observation checklist is made based on the indicators that are supported in using pre-reading activities in teaching reading. Therefore, the observer just writes the

number of aspects of teacher's and students' activities and put thick (√) in the checklist sheet.⁶⁹

2. Interview Guide

In the interview, the researcher as the interviewer has had a dialogue with the informant (teacher).⁷⁰ The researcher takes interview to collect the data. The interview is about the method that the teacher uses in teaching reading.

This study used systematic interview. In the systematic interview, the interviewer prepares the written interview guidance first about what will be asked to respondents.⁷¹

3. Questionnaire Guide

The questionnaire is used to support instruments to get the data. Questionnaire is list of questions about the problems that will be researched.⁷² The purpose of the questionnaire is to find out the student's responses and opinion about the implementation of pre-reading activities. The students were given some questions with two alternative answers which have to be chosen by the students. This instrument was also used to gather the real information

⁶⁹ Judith Hirsh, *Applying Educational Research*, (New York: Longman Inc. 1981), P. 84

⁷⁰ M. Iqbal Hasan, *Metodologi Penelitian dan Aplikasinya*, (Bogor: Ghalia Indonesia, 2002), p. 155.

⁷¹ Burhan Bungin, *Metodologi Penelitian Kuantitatif*, (Jakarta: Kencana Prenada Media Group, 2009), p. 127

¹² Narbukho kholid, *Metodology Penelitian* (Jakarta: PT.Bumi Aksara, 2001), p.76

relating with the difficulties that are encountered by students when the teacher is using pre-reading activities.

The researcher distributed the questionnaire in the last meeting of the observation. In this research, the questionnaires were composed in Bahasa Indonesia to help the students understand more clearly about what the researcher meant with all the questions and the questionnaire uses a close questionnaire type.

4. Test

The tests are used to know the students' achievement after implementing pre-reading activities, after that it will be analyzed to measure students' ability in reading skill and to know what the best type of pre-reading is.

5. Document Study

Documentation is used to collect the data, which is in the written form.⁷³ The document study guidance is used to guide the researcher take the documents that needed in this research. Such as: profile of the school, syllabus, the data of the students' reading score from the test, the teacher lesson plan, the students' worksheet and all of the media that are used by the teacher and the students.

⁷³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Asdi Mahasatya, 2006), p. 158

G. Technique of Analyzing Data

The data is analyzed using descriptive analysis and quantitative manner. The data will be obtained during and after the data collection stage. The researcher presents the result of the observation and interview in descriptive explanation. Whereas, the student's score and result of questionnaire were in quantitative manner.

The researcher described the result of observation from the teacher and the students' activities during the teaching learning process. In this research, checklist is used by researcher in teaching learning process during three meetings to know the teacher and students' performance in the classroom.

The researcher described the result of interview to gain more information in detail in implementation of pre-reading activities. From the interview, the researcher explain about the implementation of pre-reading activities in teaching reading, the difficulties encountered by the teacher in teaching reading during the class, the pre-reading is more effective in teaching reading and progress of the students.

The questionnaire is distributed to know the students' attitude, interest, and to measure the student's response and opinion about the use of pre-reading activities used by the teacher in teaching English reading. Then, the results of questionnaire are analyzed by using formula that is:

