

THE EFFECTIVENESS OF IMPLEMENTING PRE-READING PLAN (PREP) STRATEGY TOWARD THE STUDENTS READING COMPREHENSION

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Abstract

This study aims to investigate the effect of the Pre-Reading Plan (PReP) strategy on the reading comprehension of second-semester English Education students at Muhammadiyah University of Bengkulu. In this research, a quantitative approach with a quasi-experimental design was employed, specifically a pre-test-post-test control group design. The population comprised all second-semester students, with total sampling used to assign two classes as the experimental and control groups. A reading comprehension test was administered to both groups before and after the treatment. Data were analyzed using an Independent Samples T-Test in SPSS. The results showed that the p-value (0.731) > 0.05, indicating no statistically significant difference between the groups. However, descriptively, the experimental group demonstrated greater improvement in scores compared to the control group, suggesting that the PReP strategy had a positive influence on students' reading comprehension.

Keywords: *Pre-Reading Plan, Reading Comprehension, Quasi-Experimental*

INTRODUCTION

Reading comprehension is a fundamental skill that is crucial for learning English as a foreign language. This skill involves not just decoding words or sentences but also understanding, interpreting, and critically analyzing texts to fully grasp their meanings and implications. Strong reading comprehension skills are essential for academic success, especially in the context of learning English, where students are often confronted with complex and diverse texts that require not only basic understanding but also the ability to draw conclusions and connect ideas. However, many students struggle to comprehend reading materials, particularly when they are unfamiliar with the topics or vocabulary used in the texts. These challenges can lead to a lack of motivation, decreased interest, and reduced engagement, ultimately affecting their performance and confidence in learning English.

To address these challenges, various teaching strategies have been developed to enhance students' reading comprehension skills. One such strategy is the Pre-Reading Plan Strategy. According to Langer (1980), Pre-Reading Plan Strategy is an activity before reading that helps teacher assesses students prior knowledge, how students prior knowledge are organized can be determined as well as the quality and quantity of

language that students use to express their knowledge about a particular topic. It involves a structured set of pre-reading activities that encourage students to recall what they already know about the topic, make predictions about the content of the text they are about to read, and set clear goals for their reading. By connecting existing knowledge with new information they will encounter, students become better prepared to understand and critically analyze the text, which can lead to deeper comprehension.

Most studies seem to agree that the pre-reading can give effect to the student reading comprehension. For example, Alemi and Ebadi (2010) have demonstrated the facilitative effects of activating reader's prior knowledge as relevant to understanding of the new text. According to them, pre-reading activities do not only prepare readers for the concepts that follow but also makes the reading task easier and connecting the new concept more meaningful to prior knowledge.

While Marinaccio (2012) concluded that pre-reading strategies encouraged students to successfully activate their prior knowledge and connect it with new material. Some researchers also interested used Pre-Reading Plan technique in some kinds of reading text for example, Darmi (2012) found that the Pre-Reading Plan technique can improve the student reading comprehension especially in reading descriptive text. Despite its promising potential, this strategy has not been widely implemented in Indonesian schools, particularly at the senior high school level. Traditional approaches to reading instruction still dominate, often emphasizing passive reading and memorization rather than active engagement. Therefore, this research aims to explore the effectiveness of the Pre-Reading Plan Strategy in improving students' reading comprehension, particularly in the context of Muhammadiyah university students in Bengkulu.

RESEARCH METHODOLOGY

In this study, the researcher used a Quasi-Experimental design. As noted previously, quasi-experimental designs are frequently used to evaluate educational programs; random assignment is neither practicable nor practical. Although quasi-experimental designs must be utilized frequently, they provide a number of interpretation challenges (Gribbons & Herman, 1997). The researcher used a quasi-experimental design with nonrandom pre- and post-tests. The subjects of the study are divided into two groups: the experimental group, which receives pre-reading strategies as a treatment, and the control group, which used conventional methods without pre-reading strategies.

FINDINGS AND DISCUSSIONS

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Initially, the total number of students in the experimental group (Class A) was 10, while the control group (Class B) consisted of 5 students. To ensure balanced statistical analysis and avoid bias caused by sample size differences, a simple random sampling technique was employed to select 5 students from the experimental group, making both groups equal (5 VS 5). This decision supports fair comparative analysis using inferential statistics. The research was conducted over a span of approximately two weeks. The pre-test was administered on June 25, 2025, followed by four treatment sessions for the experimental group between June 26 and 28, 2025 and, June 30 and July 1, 2025. The post-test was conducted on July 2, 2025 for both groups.

Based on the comprehensive assessment of both the pre-test and post-test, the scores of the experimental group and the control group were meticulously obtained and will be presented in detail in the following table for further analysis and comparison.

To determine the effectiveness of the PReP strategy, the following statistical tests were performed:

1. Homogeneity Test (Levene's Test)

Homogeneity refers to the condition where sample variances come from the same population. This test was conducted to determine whether there was a significant difference in variance between the experimental and control groups. The Levene's test was used via SPSS 22. The null hypothesis (H_0) of the Levene's Test states that the variances of the groups are equal, while the alternative hypothesis (H_1) suggests they are not equal. A significance value (Sig.) greater than 0.05 indicates that the null hypothesis is accepted, meaning the groups are homogeneous in terms of variance.

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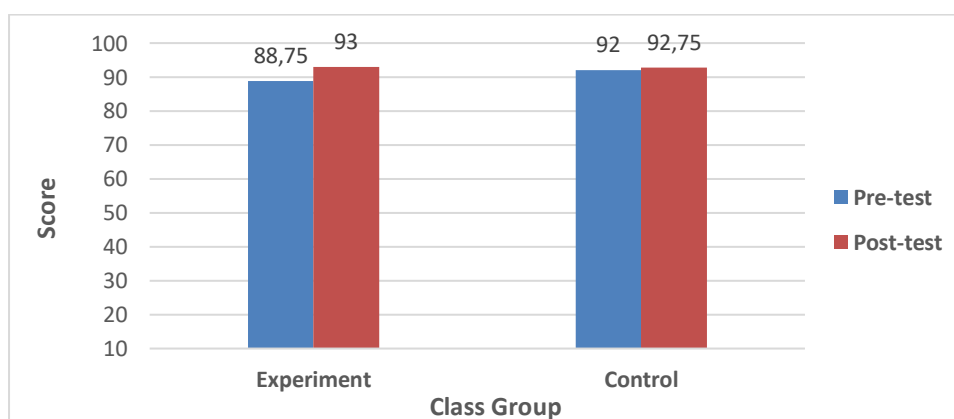
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2. T-test Analysis (Independent Sample T-test)

The independent sample t-test was conducted to determine whether there was a statistically significant difference in the post-test results between the experimental group and the control group. This test compares the mean scores of two independent groups to see if any observed difference is statistically meaningful.

3. Score Comparison Chart

The following chart on picture 2 visualizes the average percentage scores of the experimental and control groups in both the pre-test and post-test phases:



Picture 2: Score Comparison Chart

The chart above visually represents the contrast in performance between the experimental and control groups. The experimental group demonstrates a noticeable improvement from the pre-test to the post-test, while the control group's progress remains nearly flat. This visualization reinforces the pattern observed in the tables and highlights the potential influence of the Pre-Reading Plan strategy.

DISCUSSION

The results of the research conducted overall show the effectiveness of using the Prep Technique in teaching reading comprehension to second-semester students at Muhammadiyah University of Bengkulu, even though there was only a slight increase in scores. This effectiveness can be observed by comparing the initial and final conditions of the control group and the experimental group after treatment was given.

Description of the Initial Reading Comprehension Skills of the Control and Experimental Groups. Before applying the treatment in second-semester reading comprehension classes at Muhammadiyah University of Bengkulu using the Prep Technique, a pre-test was first conducted in both the control and experimental classes. This pre-test aimed to assess students' initial reading comprehension skills. The pre-test for the experimental group was held on Wednesday, June 25, 2025, and the pre-test for the control group was conducted on the same day. The pre-tests for both groups were administered in the form of multiple-choice reading comprehension tests and were carried out individually.

After the pre-tests, the students' scores were analyzed using a t-test to compare the pre-test scores of the experimental and control groups in order to determine whether there was a difference in initial reading comprehension skills between the two groups. The analysis used SPSS 22. The t-test results for the pre-test can be seen in Table 11. The t-test results showed that there was no significant difference between the two groups. Therefore, it can be concluded that there was no significant difference in the initial reading comprehension skills (pre-test) of students in either the experimental or control group. This indicates that both groups started from the same level. This also implies that any increase or decrease in scores during the research was due to the treatment given to the control or experimental groups.

Description of the Final Reading Comprehension Skills of the Control and Experimental Groups. After the pre-test and the treatment were administered to each research group, the next step was the post-test. The post-test aimed to observe the differences in students' reading comprehension after being treated using the Prep Technique compared to those who were not. The post-test also served to compare whether students' scores increased or decreased.

The average scores of students in both groups increased. These post-test scores were then analyzed using a t-test. Based on the t-test analysis, there was a difference in post-test results between the control and experimental groups, although not highly significant. This result shows that the experimental group, which received treatment using the Prep Technique, experienced an increase in scores, although not significantly. Meanwhile, the control group, which did not receive the Prep Technique treatment, did not show a significant score increase.

The experimental group's results were slightly higher than the control group. This was indicated by the increase in the experimental group's average score, the comparison of pre-test and post-test scores for both

groups is presented in tables 9 and 10, it can be concluded that students who received treatment using the Prep Technique improved their reading comprehension skills.

Differences in Reading Comprehension Skills Between Second-Semester Students at Muhammadiyah University of Bengkulu Using the Prep Technique and Those Without The t-test calculation of pre-test scores in reading comprehension for the experimental and control groups showed no difference in reading comprehension skills between the two groups. This means both groups started from the same point. After establishing this equality, both groups were given different treatments.

In the experimental group, students received reading comprehension instruction using the Prep Technique. They followed the steps outlined in the Prep Technique. These steps allowed teachers to identify students' prior knowledge of a topic and adjust the instruction accordingly. This aligns with Hittleman's (1986) theory, which states that in the process of understanding a text, readers combine new information from the text with their existing schemata (knowledge). In contrast, students in the control group received reading comprehension instruction without using the Prep Technique. Instruction was limited to information from the teacher, and students were expected to read a passage and identify the main idea and topic sentences.

The final step after treatment was administering a post-test to both groups. This was meant to assess improvements in reading comprehension after the treatments. Additionally, the post-test helped compare students' pre-test and post-test scores to determine whether scores remained the same, improved, or declined.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the results of the conducted research, the researcher concludes that the implementation of the Pre-Reading Plan (Prep) strategy showed a positive significance in the scores of the experimental group after the treatment. The experimental group's average score increased from 88.75 in the pre-test to 93.00 in the post-test, while the control group's score changed only slightly, from 92.25 to 92.75. Although the statistical analysis ($p = 0.731$) indicated that the difference between groups was not significant, the descriptive data showed that students who were taught using the Prep strategy experienced more noticeable improvement in reading comprehension. This suggests that the strategy may be beneficial when applied effectively over time.

SUGESSTION

English teachers are encouraged to integrate the Prep strategy into reading lessons to help students activate their background knowledge and better engage with the text. The structured stages of Prep Preparation, Reflection, and Extension provide students with opportunities to connect prior knowledge with new information. Future studies should consider using larger and more diverse samples, as well as extending the treatment duration. Further research may also examine the effectiveness of the Prep strategy across different text types or educational levels to produce broader and

more significant findings.

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