The Effects of Pre-reading Activities on Reading Comprehension Ability

Palita Thongyon¹ and Thanyapa Chiramanee²

1. M.A. in Teaching English as an International Language, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University.
2. Assoc. Prof. Thanyapa Chiramanee Ph.D, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University

Abstract

The present study was conducted for 2 purposes: (1) to compare the learners’ comprehension ability before and after the implementation of two types of pre-reading activities, guessing reading content from pictures and asking pre-reading questions, (2) to investigate the learners attitudes towards the implementation of the two pre-reading activities. Research participants consisted of 60 grade-9 students studying at Muslim Witaya Phuket. A test of reading comprehension ability was administered of which the scores were used to assign the subjects into 2 groups. Both groups had subjects with different language ability. The 2 subject groups were given different pre-reading activity, guessing reading content from pictures and asking pre-reading questions, respectively. The research instrument consisted of 22 lesson plans, a reading comprehension test (used as pre- and post-tests), and a questionnaire asking about the subjects’ attitudes towards the 2 pre-reading activities. The experiment using the 2 pre-reading activities were carried out for 11 weeks totaling 22 periods. The data was analyzed statistically to identify means, standard deviation, and t-value.

It was found that after implementation of the 2 pre-reading activities the subjects performed better in the post-test, at significant level of .01. When compared the results of the 2 pre-reading activities, it was found that the group receiving guessing meaning from pictures performed better that their counterpart who experience pre-reading questions, at .05. It was also found that both groups were highly satisfied with the activity they experienced.

Key word: pre-reading activity, guessing content from pictures, pre-reading questioning, reading comprehension ability, satisfaction with pre-reading activities
Background

Nowadays English learning is essential because English is the international communication medium. The language is necessary for different activities, including education, politics, and socio-economics (Medgyes, 1994; Mckay, 2002). Its importance is well recognized in Thailand as stated in the Basic Education Core Curriculum (2008). The stated the need for curriculum and teaching process revision in order to prepare student for real life application in the information age. The teaching should accommodate the learners’ development of the 4 language skills. Reading skill, in particular, is the most important skill in second or foreign language learning (Carrell, 1988).

Sookchotirat (2005) suggested that reading skill is the most important skill as it is the basis of all the success in one’s life. Good readers can gain more knowledge of any kind from reading. Reading makes the reader more knowledgeable, have wider perspectives and vision. Reading helps the reader get new ideas leading to cognitive development. When the readers transfer what they read to apply with their own idea a new perspective or idea is created.

However, there have been problems in English teaching in all educational levels in Thailand, including elementary, secondary and university level. Graduates of each educational level do not have reading ability they should have. Generally, it can be claimed that the problem was caused by the inadequacy of teaching and learning time. Teaching reading is a continuing process; it should be given continuously from the first to the highest educational level. Teaching reading to learners at very young age is, therefore, the basis for the higher level (Noysangsri, 1988).

Chiramanee (1992) indicated that Thai learners’ reading ability was at a low level. It could be resulted from inappropriate teaching method, using outdated teaching techniques, which failed to help the learners understand the content of the reading materials. Chandavimol (1998) suggested that in general practice of teaching reading, the learner would be assign a reading task to read by themselves and do the post-reading exercises. In such reading activity, the teacher did not provide any activities that could motivate the reader or achieve better comprehension. Chatwirote (2003) suggested that the teachers could provide reading promoting activities, such as the activities that interest the learners. The activities should contain the reading objectives that suit the learners and teacher’s interest.

Reading the process of teaching reading, the teacher should have suitable steps of teaching reading. There should be a pre-reading step to prepare the reader before they read the whole material. The instructor should provide them with the pre-reading the learners did
not have any background knowledge it would be the teachers’ responsibility to provide the background knowledge to the learners in order that they could achieve the most comprehension from the reading. The teachers should provide the learners with various pre-reading activities that help them have certain amount of background knowledge about the reading text because the schema would help the reader get better comprehension (Graves, Watts and Graves, 1994), as shown in the following studies.

Yeeding (2007) investigated the effects of pre-reading activities on learners’ motivation and reading comprehension ability. Results showed that the activities subjects were highly motivated, enthusiastic to read. After the experiment, they scored significantly higher.

In another experimental study Taglieber, Johnson, & Yarbrough (1988) provided the experiment subjects with 3 pre-reading activities: guessing reading content from pictures, learning vocabulary before reading, and pre-reading question. The control group did not receive any of the 3 pre-reading activities. A pre-test and post-test were administered to both groups. It was found that the experimental subject performed better than the control group. In addition, the reading scores from the reading with guessing reading content from pictures, and pre-reading questioning were better than the reading with learning vocabulary before reading.

Results from the studies reviewed above made the researcher of the present study realize the significance of applying pre-reading activities in teaching reading comprehension. The present research, therefore, was aimed to compare the effects of 3 pre-reading activities—guessing reading content from pictures, learning vocabulary before reading, and pre-reading questioning. In other words, the study would investigate whether the 3 pre-reading activities help the learners get better comprehension and to determine the extent of the effect on the learners’ comprehension. It was expected that the results from the present study could be used to improve the learners’ reading comprehension.

**Research Question**

1. Can and to what extent guessing reading content from pictures, and pre-reading questioning activities help learners improve reading ability?

2. Which among 3 pre-reading activities (guessing reading content from pictures, learning vocabulary before reading and pre-reading questioning activities) can best improve the learners’ reading comprehension ability?

3. Are and to what extent learners satisfied with 2 pre-reading activities (guessing reading content from pictures, and pre-reading questioning activities)?
Technical Terms

1. Reading activities refer to any activity classroom instructors use to help the learner bring their background knowledge to connect with the new information they encounter in the reading in order to get the most understanding of the message in the reading material. Reading activities in the present study refer to guessing reading content from pictures, and pre-reading questioning activities the researcher used to stimulate the learners’ use of their schema.

2. Reading comprehension refers to the learners’ level of reading comprehension ability which was measured by the scores sought from the tests taken before the implementation of the 2 pre-reading activities.

3. Satisfaction refers to the learners’ like and dislike towards the incorporation of 2 pre-reading activities (guessing reading content from pictures, and pre-reading questioning activities) in learning reading comprehension. The learners’ satisfaction level in the present study was measured by the scores obtained from the questionnaire administered after the experiment.

Framework of the study

The present study was conducted within the concept of reading comprehension instruction procedure consisting of pre-reading activity, presentation, and post-reading activities. The pre-reading activities used in this study consisted of guessing reading content from pictures, and pre-reading questioning activities. Both pre-reading activities were used to stimulate the learners’ schema in order that the learners could make the connection between their background knowledge and the new coming information in the reading task which could lead them to better reception of the information and achieve the goal of reading comprehension.

Research Methodology
The present study was conducted to compare the learners’ reading comprehension before and after the treatment, i.e. learning reading comprehension with 2 pre-reading activities (guessing reading content from pictures, and pre-reading questioning activities). It was also aimed to determine the learners’ reading comprehension ability improved from experiencing teaching with guessing reading content from pictures compared with that gained from learning with pre-reading questioning activities. The learners’ attitude and satisfaction towards the 2 pre-reading activities were also determined. The following research elements procedure was included in carrying out to obtain the research objectives.

1. Sample

Sixty students enrolled in Grade 9 at Muslim Witaya Phuket School were recruited to participate in the present study. They were assigned into 2 groups of 30 based on the scores sought from the test of reading comprehension administered prior to the experiment. The scores sought from the pre-test were statistically analyzed using T-test for independent samples. It was found that the two subject groups have scored closely, 11.33 and 11.03. In other words the 2 sample groups had similar reading comprehension ability. The researcher, then, performed the experiment following the research design, one group were taking the reading comprehension with guessing reading content from pictures activity, and the other taking the course with pre-reading questioning activities.

2. Variables

2.1. Independent variable: The research variables in the present study refer to the teaching reading comprehension with 2 pre-reading activities, guessing reading content from pictures activity, and pre-reading questioning activity.

2.2. Dependent variables: The dependent variables in the present study consisted of scores sought from 2 types of instrument; reading comprehension test and questionnaire asking learners’ attitudes and satisfaction.

3. Time frame

Each of the 2 subject groups was giving the treatment (learning reading comprehension with one of the 2 types of pre-reading activity) for 11 weeks, 2 periods of 50 minutes each week, totaling 22 periods. The whole research, thus, took 44 periods of 50 minutes which was taking place during the 1 semester of 2010 academic year (July–October).

4. Research instrument

4.1. Teaching material and lesson plan
Twenty-two reading comprehension learning materials and lesson plans were constructed and divided into 2 sets. One set consisted of the reading comprehension materials and guessing reading content from pictures activity, and pre-reading questioning activity. The treatment was divided into 3 steps: pre-reading, while-reading, and post-reading activities.

The pre-reading activities consisted of guessing reading content from pictures activity, and pre-reading questioning activity. These 2 activities were adapted from the activities developed by Taglieber, Johnson, & Yarbrough (1988).

In implementing the guessing reading content from pictures activity, the researcher divided each of the stories to be used as learning materials into 3 main parts. Then she drew 3 corresponding pictures. The subjects had to guess the story contents from the pictures given. The implementing the pre-reading questioning activity, which was given to the second group, on the other hand, the researcher gave a 1-2 sentence brief summary of the story. The subjects were requested to ask questions from the researcher’s summary. Regarding the while-reading and post-reading activities, both subject groups were given the same reading material and reading activities. They were also given the same post-test.

4.2. Reading comprehension test

The reading comprehension test constructed specifically for the present study consisted of 30 multiple choice test items. Four choices were given for each test item. The test items were written based on 5 reading stories. The test was administered to measure the subject’s reading comprehension ability twice, before and after the treatment, i.e., once as pre-test and the other as post-test, respectively. The subjects had to finish the test within 90 minutes. The instrument was tested for reliability, which was 0.81, before administering.

4.3. Questionnaire

In addition to the test of reading comprehension, a questionnaire was constructed to test the learners’ satisfaction and attitudes. This instrument consisted of 2 parts. Part 1 was intended to seek the subjects’ personal information, including gender, age, and their English learning experience. Part 2 consisted of 17 test items which were in 5-point Likert scale. All the test were designed to tap the subjects opinion and attitudes towards the treatment—learning reading comprehension with a pre-reading activity, either guessing reading content from pictures activity, or pre-reading questioning activity.

5. Data collection

The present study was an experimental research. The following research activities were performed in the data collection procedure.
1. Selecting research subjects and giving the selected subjects an orientation, including the explanation of the research objectives.

2. Administering the pre-test to the 60 students who were assigned into 2 similar groups of 30 students. The pre-test was aimed at measuring the subjects’ reading comprehension ability before receiving the designated treatment.

3. Giving treatment (teaching reading comprehension) to the 50 subjects selected. They were all receiving the same lessons, comprising 22 lesson plans. They were divided into 2 groups to receive a specific pre-reading activity. Then, the researcher had the first group learning reading comprehension with a pre-reading activity (implementing the guessing reading content from pictures activity). Subjects in this group were presented 3 sequential pictures of each story. They were requested to guess the story contents from the pictures given and tell the story in Thai.

The implementing the pre-reading questioning activity, which was given to the second group, on the other hand, the researcher gave a 1-2 sentence brief summary of the story. The subjects were requested to ask questions from the researcher’s summary in Thai.

After the pre-reading activities, both groups were doing the same while-reading activities, and took the same post-reading test.

4. Giving a reading comprehension test after the treatment, the post-test.

5. Giving a questionnaire to obtain the information about the subjects’ opinion and satisfaction towards the implementation of the 2 pre-reading activities.

6. Carrying out the data collecting and statistical data analysis following by reporting the research results, writing the summary of the findings and discussion.

6. Data analysis

The data collected was quantitatively analyzed. The statistical analysis was performed on two sets of data, as described below.

6.1. The reading comprehension achievement

The scores from the reading comprehension test taken before and after the treatment, the pre-test and post-test scores, were computed to determine means, standard deviation, percentages, and difference between means or pre-and post-tests of each group. The difference between means of the first group was further compared with those of the second group to determine the significance difference between the two groups.

6.2. Like the scores on reading comprehension test, the scores obtained from the questionnaire administered to the two subject groups were statistically analyzed to determine
means, SD, percentages, differences between means between the 2 subject groups. The values obtained were subsequently interpreted for their satisfaction level.

Conclusions

1. Comparison of reading comprehension before and after treatment

The reading comprehension test was administered to the 2 subject groups before and after the treatment. Group one received a type of pre-reading activity and group two the other type of pre-reading activity as described earlier. Below are the results.

**Table 1**: Reading comprehension ability before and after treatment with guessing content from pictures activity (N= 30)

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Total score</th>
<th>Highest score</th>
<th>Lowest score</th>
<th>X</th>
<th>S.D.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- treatment</td>
<td>30</td>
<td>18</td>
<td>3</td>
<td>11.3</td>
<td>4.91</td>
<td>13.62**</td>
</tr>
<tr>
<td>Post-treatment</td>
<td>30</td>
<td>23</td>
<td>8</td>
<td>16.5</td>
<td>5.00</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows the results of using guessing reading content by pictures activity. The highest and lowest scores and the means on the reading comprehension after the subjects have experienced the activity were significantly higher than their pre-test scores, at 0.01. It can be concluded that the pre-reading activity had positive effects on the subjects’ reading comprehension. They scored statistically higher in the post-test than the pre-test.

**Table 2**: Reading comprehension ability before and after treatment with pre-reading questioning activity (N =30)

<table>
<thead>
<tr>
<th>Group 2</th>
<th>Total score</th>
<th>Highest score</th>
<th>Lowest score</th>
<th>X</th>
<th>S.D.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- treatment</td>
<td>30</td>
<td>19</td>
<td>3</td>
<td>11.03</td>
<td>4.49</td>
<td>9.15**</td>
</tr>
<tr>
<td>Post-treatment</td>
<td>30</td>
<td>23</td>
<td>8</td>
<td>14.8</td>
<td>4.26</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that the lowest, highest, and means scores on reading comprehension after the implementation of pre-reading questioning activity were significantly higher than these obtained from the pre-test, at 0.01. It can be concluded that the subjects achieved significantly higher scores in the post-test than the pre-test meaning that their reading comprehension ability was higher after they had experienced the pre-reading activity.

Considering Table 1 and Table 2, it can be concluded that the subjects performed statistically significantly better in the reading comprehension test after they had given the two pre-reading activities (guessing reading content from pictures, and pre-reading questioning...
activities), at 0.01. In other words, they had significantly higher level ability in reading comprehension.

6.2. Comparison of the effectiveness of guessing reading content from pictures activity and pre-reading questioning activity

Besides investigating the effect of each pre-reading activity on the subjects’ reading ability, the present study examined the difference in effectiveness of the 2 pre-reading activities on the subjects’ reading comprehension ability. Table 3 shows the results of the comparison between the means scores of the pre-test and post-test of the 2 pre-reading activities.

**Table 3:** Effectiveness of guessing reading content from pictures activity and pre-reading questioning activity

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference between means of the pre-test and post-test after receiving guessing reading content from pictures activity</td>
<td>Difference between means of the pre-test and post-test after receiving pre-reading questioning activity</td>
<td>2.553</td>
<td>0.013</td>
</tr>
<tr>
<td>X</td>
<td>S.D.</td>
<td>X</td>
<td>S.D.</td>
</tr>
<tr>
<td>5.2</td>
<td>2.09</td>
<td>3.77</td>
<td>2.25</td>
</tr>
</tbody>
</table>

Table 3 shows that the difference between the means scores of the pre-test and post-test of the subjects experiencing the guessing reading content from pictures activity was 5.2. The difference between the means scores of the pre-test and post-test of the subjects experiencing the pre-reading questioning activity was 3.77. In other words, the students who received reading comprehension instruction with the guessing reading content from pictures pre-reading activity gained more reading comprehension ability than the students who received the same reading comprehension instruction, but with the pre-reading questioning activity. Therefore, it can be concluded from the results that guessing reading content from pictures pre-reading activity was more effective in increasing learners’ reading comprehension ability than pre-reading questioning activity.

6.3. **Attitudes towards the 2 pre-reading activities**

Table 4 shows the results from the questionnaire asking about the subjects’ opinions towards the pre-reading activities incorporated in the reading comprehension class. The subjects were requested to express the degree agreement in 5 scales. The results were then
interpreted as *most highly satisfied* (MH), *highly satisfied* (HS), *moderately satisfied* (MS), *slightly satisfied* (SS) and *least satisfied* (LS). The range of each degree is defined as follow.

Most highly satisfied (MH) = 4.21-5.00
Highly satisfied (HS) = 3.41-4.21
Moderately satisfied (MS) = 2.61-3.40
Slightly satisfied (SS) = 1.81-2.60
Least satisfied (LS) = 1.00-1.80

Group 1 subjects were doing guessing reading content from pictures pre-reading activities and Group 2 students were doing pre-reading questioning activities.

**Table 4**: Attitudes towards pre-reading activities

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Group 1</th>
<th></th>
<th>Group 2</th>
<th></th>
<th>t</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>S.D.</td>
<td>X</td>
<td>S.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Pre-reading activities make me more interested in reading.</td>
<td>3.70</td>
<td>0.65</td>
<td>3.73</td>
<td>0.58</td>
<td>HS</td>
<td>-0.209</td>
</tr>
<tr>
<td>2. Pre-reading activities make me curious about the story.</td>
<td>3.90</td>
<td>0.66</td>
<td>3.73</td>
<td>0.69</td>
<td>HS</td>
<td>0.954</td>
</tr>
<tr>
<td>3. Pre-reading activities challenge me to ask questions to myself to make guesses about the story.</td>
<td>3.77</td>
<td>0.63</td>
<td>3.73</td>
<td>0.74</td>
<td>HS</td>
<td>0.188</td>
</tr>
<tr>
<td>4. Pre-reading activities help me dig up my prior knowledge to connect with the story.</td>
<td>3.87</td>
<td>0.73</td>
<td>3.73</td>
<td>0.69</td>
<td>HS</td>
<td>0.726</td>
</tr>
<tr>
<td>5. Pre-reading activities make me familiar with the story.</td>
<td>3.90</td>
<td>0.71</td>
<td>3.77</td>
<td>0.63</td>
<td>HS</td>
<td>0.770</td>
</tr>
<tr>
<td>6. Pre-reading activities make me read with specific goal.</td>
<td>3.73</td>
<td>0.78</td>
<td>3.60</td>
<td>0.67</td>
<td>HS</td>
<td>0.706</td>
</tr>
<tr>
<td>7. Pre-reading activities make me understand the story better.</td>
<td>3.70</td>
<td>0.79</td>
<td>3.40</td>
<td>0.72</td>
<td>MS</td>
<td>1.53</td>
</tr>
<tr>
<td>8. Pre-reading activities make me read faster.</td>
<td>3.77</td>
<td>0.82</td>
<td>3.20</td>
<td>0.61</td>
<td>MS</td>
<td>3.04**</td>
</tr>
<tr>
<td>9. Pre-reading activities make me confident when I was assigned to read and more confident to answer post-reading questions.</td>
<td>3.97</td>
<td>0.76</td>
<td>3.47</td>
<td>0.82</td>
<td>HS</td>
<td>2.44*</td>
</tr>
</tbody>
</table>
10. Pre-reading activities give me the opportunity to practice thinking and analyzing. | 4.03 | 0.81 | 3.80 | 0.66 | HS | 1.22 | 0.23 |

11. Pre-reading activities make me know more from sharing ideas with classmates. | 3.97 | 0.76 | 3.73 | 0.74 | HS | 1.20 | 0.24 |

12. Pre-reading activities reduce my worry about reading assignment. | 3.87 | 0.73 | 3.07 | 0.58 | MS | 4.69** | 0.01 |

13. Pre-reading activities make the learning process fun. | 3.93 | 0.64 | 3.80 | 0.66 | HS | 0.79 | 0.43 |

14. Pre-reading activities make me enthusiastic to read. | 3.80 | 0.66 | 3.73 | 0.69 | HS | 0.38 | 0.71 |

15. Pre-reading activities make me happy with reading activity. | 3.90 | 0.71 | 3.70 | 0.75 | HS | 1.06 | 0.29 |

16. Pre-reading activities make the classroom environment more enjoyable. | 3.77 | 0.57 | 3.17 | 0.70 | MS | 3.65** | .001 |

17. Pre-reading activities make me like English more. | 3.93 | 0.69 | 3.43 | 0.77 | HS | 2.64** | 0.01 |

| Average | 3.85 | 0.41 | 3.58 | 0.45 | HS | 2.47* | 0.02 |

Table 4 shows that the subjects were highly satisfied with the pre-reading activity administered to them. The means of the satisfaction scores of Group 1 (having guessing reading content from pictures pre-reading activities) was 3.85. The means satisfaction scores of Group 2 students (doing pre-reading questioning activities) was 3.58. Considering the statistical significance, it was found that Group 1 scored significantly higher, at .05. That is to say, the subjects had higher level of satisfaction towards the guessing reading content from pictures pre-reading activity than the pre-reading questioning activity.

When consider Table 4 in details, it was found that Group 1 subjects were *highly satisfied* with all the opinions surveyed (item 1-17). Among the 17 items, they showed the highest satisfaction level (4.03) for item 10 (Pre-reading activities give me the opportunity to practice thinking and analyzing).
As for the responses of Group 2 subjects, the same response was found for item 10 (3.80), which was higher than the others. This subject group showed high satisfaction for 13 items and moderate satisfaction for 4 items. In addition, their agreement level on item 12 (Pre-reading activities reduce my worry about reading assignment) was lower than all the other items (3.07).

The results from the data analysis show that the subjects had positive attitudes towards the 2 types of pre-reading activity they were doing in this experiment research. They highly agreed that the pre-reading activities: made them curious about the content of the story, challenged them to ask questions to themselves to make guesses about the story, helped them dig up their prior knowledge to connect with the story, made them familiar with the story, made them read with specific goal, made them confident when they were assigned to read and more confident to answer post-reading questions, gave them the opportunity to practice thinking and analyzing, made them learn more from sharing ideas with classmates, made them enthusiastic to read, made them happy with reading activity, and made the classroom environment more enjoyable. In particular, the guessing content from pictures activity made them feel less worried and able to read faster. All of the mentioned merits of pre-reading activities made them like English more.

**Discussions**

The present study investigated the effect of 2 types of pre-reading activity on the learners’ reading comprehension ability. The 2 pre-reading activities implemented were guessing story content by pictures and pre-reading questioning activities. It was found that both subject groups performed significantly better in the post-test than the pre-test. However, when the performance scores in the post-test of the 2 subject groups was analyzed comparatively, it was found that the group that received the guessing story content by pictures activity performed significantly better than the group that received pre-reading questioning activity.

The results suggest that guessing story content from pictures was more effective in increasing the learners’ reading comprehension ability than the pre-reading questioning activity. The result supported finding of previous studies. Chayaburakul (2003), for example, maintained that pictures provided implication for the reader to make intelligent guessing. Pictures helped the reader become more interested in what they were reading and concentrating with the reading task. Bowen (1982) explained that variation of pictures helped stimulate the readers’ thinking process and get more understanding of the reading passage.
Results from the present study, however, did not support the findings from the study by Tagliber, Johnson, & Yarbrough (1988). The researchers 3 groups of learners: group 1 receiving guessing story content by pictures activities, group 2 receiving pre-reading questioning activities and the control group learning vocabulary explicitly as pre-reading activity. They found that subjects who received guessing story content by pictures and pre-reading questioning activities outperformed the control group. They also found a significantly higher satisfaction level among the subjects who received picture cues in making sense of the story than that of these receiving pre-reading questioning activities. They reasoned for their satisfaction that picture cues helped them in certain learning aspects, namely making them able to make good guesses about the story resulting in more understanding of the story, making them more confident in reading the assigned reading materials tasks and answer post-reading questions, creating more enjoyable classroom environment leading to more positive attitude toward the English learning. In particular, the guessing content from pictures activity made them feel less worried and able to read faster.

Despite the difference in preference of the two pre-reading activities, a whole both subject groups realized the benefits of pre-reading activities. They admit that the activities made them curious about the content of the story, challenged them to ask questions to themselves to helped them dig up their prior knowledge to connect with the story, familiarized them with the story, made them read with specific goal, made them gave them the opportunity to practice thinking and analyzing, and made them learn more from sharing ideas with classmates. These findings were well attested. Carrell & Eisterhold (1983), for example, maintained that reading is an interactive process between the reader’s schema and the text. To achieve effective reading, the readers need to connect the content of the text to their background.

**Recommendations**

**Suggestions for teaching reading comprehension**

8.1. Prior to implementing any pre-reading activity to the reading comprehension class, the teacher are suggested to analyze the curriculum, learners’ language proficiency level in order to make a right choice of the type of pre-reading activities.

8.2. To make the learner more interested in the reading activity, teachers are advised to select the reading texts that were in the range of interest, or topics related to their everyday life.

8.3. In conducting the reading class, teachers are suggested to give a clear explanation before starting to do each step of the reading comprehension activity.
8.5. In order to incorporate the 2 pre-reading activities into the reading comprehension, the teachers are advised to be cautious with time allocation. The pre-reading activities should not take too much of the class time; rather a larger portion of the class time should be sacrificed to the main reading activities. Also a portion of the time should be allocated to post reading activities.

**Suggestions for further research**

9.1. In future research on reading comprehension, it is suggested that researchers investigate the implementation of other learning activities, including teaching vocabulary before reading.

9.2. In order to achieve a more reliable results, in conduction future experimental studies, researcher are advised to include the observation of the learners’ learning behavior while carry out the pre-reading and while-reading activities.

**References**


