

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



THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

2025

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Presented as a Partial Requirement for “Sarjana Degree”

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University of Bengkulu

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Dengan ini menyatakan bahwa skripsi saya yang berjudul:

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MOTTO AND DEDICATION

MOTTO

- ❖ Finish what you started
- ❖ One man's stone is another man's gem
- ❖ Every journey has its final day, don't rush

DEDICATION

With gratitude and love, I dedicated this thesis to:

- ❖ My beloved parents thank you for educating and always support me.
- ❖ My beloved sisters and brother thank you for supporting me every step of the way.
- ❖ My great advisor Mrs. Fetriani, M.Pd thanks for your patient, motivation, guidance, and inspiration, may Allah blessed of you.
- ❖ To my best friend Regita Tri Riski thank you for supporting me so far, I hope you become a successful person in the future.
- ❖ Class of 2020 Students of English Education Study Program, Muhammadiyah University of Bengkulu I hope you will be successful and fulfill your dreams.
- ❖ I appreciate myself for making it through the struggle and hardships

PREFACE

Bismillahirrahmanirrahim

First of all, Alhamdulillahirabbil'alamin I say thank you to Allah S.W.T, who has given me a chance and healthy till finishing my study in Muhammadiyah University of Bengkulu. The greatest thanks for my greatest parents for the support to finish my study. Thanks, full my family and my friends in conducted this thesis, you all are my inspiration and motivation to finish this thesis. Then my sincerely gratitude for my advisor are Fetriani, M.Pd for ideas, recommendation, guidance, and support in doing this thesis from the beginning to the end.

The researcher realizes that this study was not perfect of good enough. Hopefully, the researcher accepts all supporting suggestion and criticism to make better on conducting a good research. At the last researcher hopes this thesis can be used by the readers, especially for English Study Program Students and English Lecturers.

Bengkulu, 25 August 2025

Muhammad Ferry Octa Alfarcy

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1. Dr. Susiyanto, M.Si as the Rector of Muhammadiyah University of Bengkulu.
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3. Washlurachim Safitri, M.Pd as the Head of English Education Study Program at Universitas Muhammadiyah Bengkulu.
4. Fetriani, M.Pd as a supervisor who has guided and motivated the author from the beginning until this thesis proposal is completed.
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Constructive criticism and suggestions are very much expected by the author for the perfection of this thesis proposal. The author hopes that this thesis proposal can be useful for readers.

Bengkulu, August 2025

Author

ABSTRACT

Muhammad Ferry Octa Alfariy, 2025. "The Effectiveness of Implementing Pre-Reading Plan (Prep) Strategy Toward the Students Reading Comprehension". Thesis: English Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu. Supervisor: Fetriani, M.Pd.

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.

ABSTRAK

Muhammad Ferry Octa Alfaricy, 2025. “Efektivitas Penerapan Strategi Pre-Reading Plan (Prep) terhadap Pemahaman Membaca Mahasiswa”. Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu. Pembimbing : Fetriani, M.Pd.

Penelitian ini bertujuan untuk menyelidiki pengaruh strategi Pre-Reading Plan (Prep) terhadap kemampuan pemahaman membaca mahasiswa Pendidikan Bahasa Inggris semester dua di Universitas Muhammadiyah Bengkulu. Dalam penelitian ini digunakan pendekatan kuantitatif dengan desain quasi-experimental, khususnya desain pre-test-post-test control group. Populasi penelitian adalah seluruh mahasiswa semester dua, dengan teknik total sampling untuk membagi dua kelas menjadi kelompok eksperimen dan kelompok kontrol. Tes pemahaman membaca diberikan kepada kedua kelompok sebelum dan sesudah perlakuan. Data dianalisis menggunakan Independent Samples T-Test pada SPSS. Hasil penelitian menunjukkan bahwa nilai $p (0,731) > 0,05$, yang berarti tidak terdapat perbedaan signifikan secara statistik antara kedua kelompok. Namun, secara deskriptif, kelompok eksperimen menunjukkan peningkatan skor yang lebih tinggi dibandingkan kelompok kontrol, sehingga dapat disimpulkan bahwa strategi PreP memberikan pengaruh positif terhadap pemahaman membaca mahasiswa.

Kata Kunci : Pre-Reading Plan, Pemahaman Membaca, Quasi-Eksperimental.

TABLE OF CONTENT

COVER	i
TABLE OF CONTENT	ii
CHAPTER I INTRODUCTION	1
1.1 Background.....	1
1.2 Limitation of the Problem	3
1.3 Problem Statement	3
1.4 Research Objectives	3
1.5 Research Significance	3
1.6 Keywords.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	6
2.1 Some Relevant Ideas.....	6
2.2 Conceptual Framework.....	17
2.3 Research Hypothesis.....	18
2.4 Previous Research Study	18
CHAPTER III RESEARCH METHODOLOGY	22
3.1 Location and Duration of the Research	22
3.2 Variable and Operational Definition	22
3.3 Research Design	23
3.4 Population and Sample	28
3.5 Research Instrument	29
3.6 Procedure of Collecting Data.....	31
3.7 Data Analysis Technique.....	32
CHAPTER IV RESEARCH RESULTS AND DISCUSSION	36
4.1 Research Results	36

4.2 Statistical Analysis	38
4.3 Discussion.....	41
CHAPTER V CONCLUSION AND SUGGESTION	51
5.1 Conclusion	51
5.2 Suggestion	51
REFERENCES	53

CHAPTER I

INTRODUCTION

1.1 Background

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.

1.2 Limitation of the Problem

The identification of the problem in this research are :

This study is limited to examining the effectiveness of the Pre-Reading Plan (Prep) strategy toward the reading comprehension of second-semester students in the English Study Program at Muhammadiyah University of Bengkulu during the 2025/2026 academic year. The research focuses on one teaching strategy (Prep), one specific skill (reading comprehension), and a specific group of learners within a limited time frame and academic setting.

1.3 Problem Statement

Based on the background above, the problem statements in this study are:

1. What is the effect of the Pre-Reading Plan (Prep) strategy toward the reading comprehension of second-semester students at Muhammadiyah University of Bengkulu?

1.4 Research Objectives

The objectives of this research are:

1. To examine the effect of the Pre-Reading Plan (Prep) strategy toward the reading comprehension of second-semester students at Muhammadiyah University of Bengkulu.

1.5 Research Significance

The results of this research are expected to provide both theoretical and practical benefits:

1. Theoretical Significance:

The findings of this study are intended to contribute to the existing literature on reading strategies, particularly the Pre-Reading Plan (Prep), and to support its relevance in improving students' reading comprehension within EFL contexts.

2. Practical Significance:

- For Teachers: This research may serve as a reference for English teachers to implement the Prep strategy in their reading instruction to help students activate prior knowledge before engaging with the text.
- For Students: It can help students become more aware of how structured pre-reading activities can enhance their reading comprehension.
- For Future Researchers: The study can serve as a foundation for future research that explores different contexts, variables, or comparative strategies related to reading comprehension.

1.6 Keywords

1. Pre-reading plan strategy

Pre-reading plan strategy is an approach used to help students prepare themselves before reading text. By using this strategy, students can be more prepared in understanding the text they are about to read.

2. Reading comprehension

Reading comprehension is the ability to understand and interpret the meaning of a text being read. It involves cognitive processes such as identifying main ideas, recognizing important details, making inferences, and connecting new information to prior knowledge.