

**THE EFFECTS OF TEACHING READING USING
VOCABULARY PRIOR TO READING AND
VOCABULARY POST-READING ON THE STUDENTS'
READING COMPREHENSION**

A THESIS

**As Partial Fulfillment of The Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching Faculty**



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI BAHASA INGGRIS
MARET, 2004**

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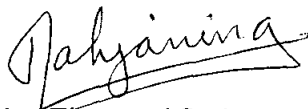
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The thesis entitled "THE EFFECTS OF TEACHING READING USING VOCABULARY PRIOR TO READING AND VOCABULARY POST-READING ON THE STUDENTS' READING COMPREHENSION" prepared and submitted by Lady Diana Lidharta (1213099144) has been approved and accepted as partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



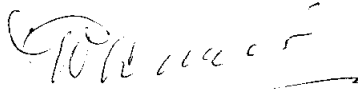
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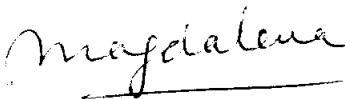
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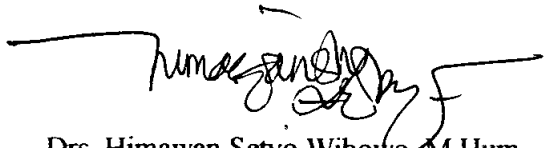
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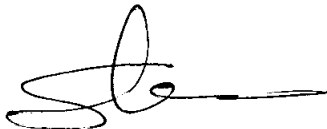
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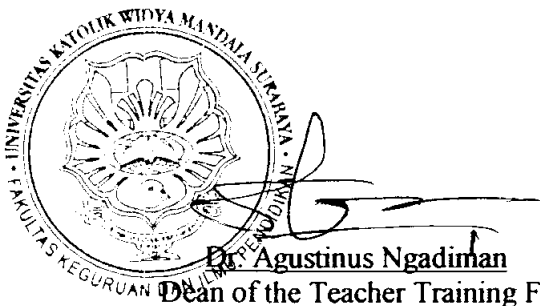


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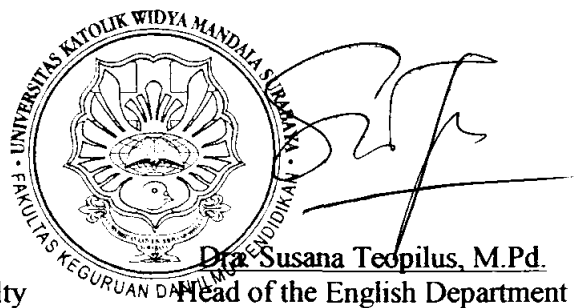


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A handwritten signature in black ink, appearing to read 'Lady Diana Lidharta' in a cursive script.

Lady Diana Lidharta

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ABSTRACT

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(1) Dr. Agustinus Ngadiman,
(2) Dr. Tjahjaning Tingastuti Surjosuseno, M.Pd.

Research shows that too many unfamiliar words can render a reading comprehension. All of the reading teachers know about this; therefore they always discuss some vocabularies to students after they have read a reading passage. Meanwhile, the interactive theorists postulate that prior-teaching vocabulary can improve the reading comprehension because the students have had the schemata (in this case is the vocabulary) before they read the passage. A research proving the different effects between teaching reading using vocabulary prior and post reading has not been done yet. The aim of the present study was therefore to determine the effects of the teaching of reading by using vocabulary prior to reading and the teaching of reading by using vocabulary post-reading on the students' reading comprehension. The question investigated was: Are there any different effects between the teaching of reading using vocabulary prior to reading and the teaching of reading using vocabulary post-reading on the students' reading comprehension? The hypothesis was then put forward: the teaching of reading using vocabulary prior to reading and the teaching of reading using vocabulary post-reading have a significant difference between the group which was taught by using vocabulary prior to reading and the group which was taught by using vocabulary post-reading on the students' reading comprehension.

A quasi-experiment study was then conducted. A pretest-posttest two groups design was employed in the study. The sample comprised sixty four (64) students of the first grade of St. Stanislaus Senior High School in the academic year of 2003-2004. The students taken as samples were selected at random. The multiple choice comprehension test was used to examine the students' reading comprehension. The analysis of T-test was used to analyze the mean differences of reading comprehension of the students in both groups. The result of the data analyses reveals that on the whole, the teaching of reading using vocabulary prior to reading does not differ significantly from the teaching of reading using vocabulary post-reading on the students' reading comprehension.

For the further research, it is suggested to prolong the treatments. Further research with the same direction is also welcome in order to confirm, modify, or reject the conclusion of the present study.