

## **Building students' Background knowledge on Reading Comprehension through PreP Method for the Tenth Grade Students at SMA Negeri 1 Tiakur**

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**Abstract:** *Building students' background knowledge is an integral part in reading instruction; hence it should be done with applicable teaching method and Prep is recommended method that effective for EFL students. This study attempts to help students build their prior knowledge as well as their reading comprehension by using Prep method and find out the strengths and weakness of this method in EFL reading activities. This study employed a classroom action research as a research design to treat students through Prep method in teaching reading comprehension. It took place in State SMA 1 Tiakur, particularly for the tenth grade students consisted of 22 students as the subject of the study. To gain comprehensive data, this study utilized an observation checklist, the field notes, questionnaire, test and quizzes as data instruments. The data were analyzed both descriptively quantitatively and qualitatively ways. The result of this study shows that The PreP Method is affected in building the students' prior knowledge as the bridge to explore deeply the new materials, improve the students' vocabularies and reading comprehension, encourage the students to actively involve and enjoy fell happy or feel attracted, motivated and challenged to explore reading texts*

**Keywords:** *building, prior knowledge, Prep method, reading comprehension*

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### **INTRODUCTION**

Background knowledge is an important factor for creating meaning, and teachers should help students activate prior knowledge before reading so that information connected with concepts or topics in the text is more easily accessible during reading (Keene & Zimmermann, 1997; Miller, 2002). If students do not have adequate background knowledge, teachers can help students build the appropriate knowledge. In addition, Duke (2003) adds that suggested that one way to add to world knowledge is to use informational books with all students, particularly very young students. By using information books, students build world knowledge so that they will have the appropriate information to activate at a later time. Teachers also support students' acquisition of world knowledge by establishing and maintaining a rich, literate environment, full of texts that provide students with numerous opportunities to learn content in a wide variety of topics.

Another way teachers help students build background knowledge is to create visual or graphic organizers that help students to see not only new concepts but also how previously known concepts are related and connected to the new ones (Keene & Zimmermann, 1997; Miller, 2002). Teachers teach students how to make text-to-text, text-to-self and text-to-world connections so that readers can more easily comprehend the texts they read. Of course, some prior knowledge is also needed to create a text base, but this knowledge is of a more general kind that is needed to "decode" texts in general, while the prior knowledge referred to in the creation of a situation model is more specific with respect to the content of the text.

Furthermore, in context of study English as a foreign language, McDonough and Shaw (2005) state that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject. Comprehension is very important in reading a

text. In comprehending the text, Perfetti (1985) says that the students' have obstacles in comprehending because it depends on their word-level decoding and their age appropriate level. Moreover, Perfetti et al (1996) argue that poor comprehension may be a consequence of inadequate processing, lack of knowledge, or some combination of both processing and knowledge-based weaknesses.

The researchers did preliminary study three times at XI the grade of SMA Negeri 1 Tiakur. In collecting the data, the observation check list and interview were applied. The observation was done during teaching and learning activities and the interview was given to the students in order to cross check their personal opinions about teacher's teaching strategy.

In first meeting, the researcher found that the method that used by the teacher was not appropriate to build students' prior knowledge and it effected their comprehension of reading texts. It was good to promote students' pronunciation because she started the class by reading aloud and then closed the class with matching pictures and the text. While at the second meeting, the teacher asked students to open dictionary to find meaning of difficulties words and then answer the questions. It wasted of time since the students spent most time of teaching learning to find the meaning of those words, and in the last meeting, the researcher found that the teacher rarely to use method or teaching in activities the students prior knowledge.

Next, the researcher also interviewed some students and they said that they sometimes got bored because the teacher always used the same method to teach them. After conducting the preliminary study the researcher met the teacher and introduced the method that he is going to apply in his research. The teacher was happy because according to her she always wants to upgrade her knowledge toward new methods teaching English. In general it can be concluded that the way the teacher used in order to open the class

(pre teaching) was not appropriate in digging up students' background knowledge toward the topic. Therefore this study were aimed at.

Building the students prior knowledge of the content reading through The PREP teaching reading method of the second grade students at SMA Negeri 1 Tiakur and explaining To explain the strength and the weakness of Pre Plan Method in building students' prior knowledge and reading comprehension at X of SMA Negeri 1 Tiakur.

## **METHOD**

Classroom action research (CAR) was the methodology that the researcher used in this research. It is good method in the way to know students' problem based on the reflection or assessment, then the researchers and teacher proposed a solution to overcome students' problem. The setting of this study was at Class X SMA Negeri 1 Tiakur. The researchers took class X with 22 students as the subject of the research. In collecting the data, three instruments were applied namely test, questionnaire and observation checklist. Test and quiz were used to find out the improvement of students' background knowledge and their reading comprehension. Questionnaire was used to have information from the students about the implementing of Pre-reading plan method. There were 10 item questions and it was open-close ended questions. Observation Checklist was used to describe the situation in the classroom during teaching-learning process when the students were treated by PREP teaching method. The data was analyzed both in quantitative and qualitative. The quantitative data involve the test and quiz. The results of the test were analyzed to get the quantitative data. The successfulness of the students in reading comprehension was when the students were able to comprehend the text through answer the question based on the text. In assessing students' background knowledge, 5 questions were provided meanwhile in reading quiz, it took 6 questions. The number of reading

comprehension test at the last meeting, there were twelve questions which consist of three type questions they are literal questions, inferential questions, and evaluative questions. So, to indicate students' success, the researcher set the categories as follow: the result shows 70% of the students { 18 students) from 22 students at the class achieved some knowledge for their background knowledge and gained "good" level for their reading comprehension. In order to analyze the students' test result the researchers modified criteria of achievement based on Langer rating scale and FACT (Florida Comprehensive Assessment Test). Langer rating scale was used to evaluate students' background knowledge and FACT scoring rubric to evaluate students' reading comprehension. The following tables presented the scoring rubric of Langer and FACT Assessment.

Table 1. Langer's Assessment for Prior Knowledge

Level of Knowledge	Score
Much Knowledge The students have "much prior knowledge" about the concept or topic being discussed. Student responses during the three phases will be of main idea-type concepts, definitions, analogies, or linkages of one concept to another.	12 -17
Some knowledge The students have "some prior knowledge" about the concept or topic. Students are able to discuss the concept in terms of examples, attributes, or characteristics. Students responding at this level and the first level should be able to successfully comprehend text with some guidance by the teacher.	7-11
Little knowledge The students do not have the prior knowledge needed to establish connections to the topic. Responses exemplify low-level associations such as words that sound like the targeted word, or unrelated experiences. Students responding in this manner will need additional information to fill in gaps in prior knowledge to make sure they understand the text.	≤ 6

Table 2. Reading Comprehension Scoring Rubric

Score and Level	Description
16-19	The students' answer are correct, indicate

(Excellent)	has a thorough understanding of the reading concept embodied in the task, can answer the questions of giving the teacher, to give idea, provide a response that is accurate, and then complete the fulfills all requirements of the task, necessary support and/or example included, and the information is clearly based on the text, in category have student of much knowledge
12-15 (Good)	The students' answer are correct, indicates that the students has an understanding of the reading concept embodied in the task, but the required supports and/or details are not complete or clearly text based, in category have student of much knowledge
8-11 (Fair)	The students' answer are correct, indicates that the students has a partial understanding of the reading context embodied in the task, provided a response that may include importation that is essentially correct and text-based, but the information is general or two simplistic, some of the supports and/or examples and requirements of the task may be incomplete or omitted. in category have student of some knowledge
≤ 7 (Poor)	The students' answer s are correct, indicates that the students has very limited understanding of the reading concept embodied in the task, the response is incomplete, may exhibit many flaws, may not address all requirement of the task. They would be at fair, in category have student of some knowledge

Adapted from: Florida Comprehensive Assessment Test

The qualitative data involve observation checklist and questionnaire. The results of the Questionnaire and observation checklist were analyzed to get the qualitative data.

### Research Findings and Discussion The results of cycle implementation the PREP Method

Based on the quiz' results (from the first meeting until the fifth meeting) and the test result (on the sixth meeting, the end of the cycle), it can be concluded that on the each of the learning process which was done as a class, a group, in peers until it was done individually, there were the improvement from the first meeting until the sixth meeting. The progress of the students' prior knowledge and their reading comprehension can be seen in the following figures.

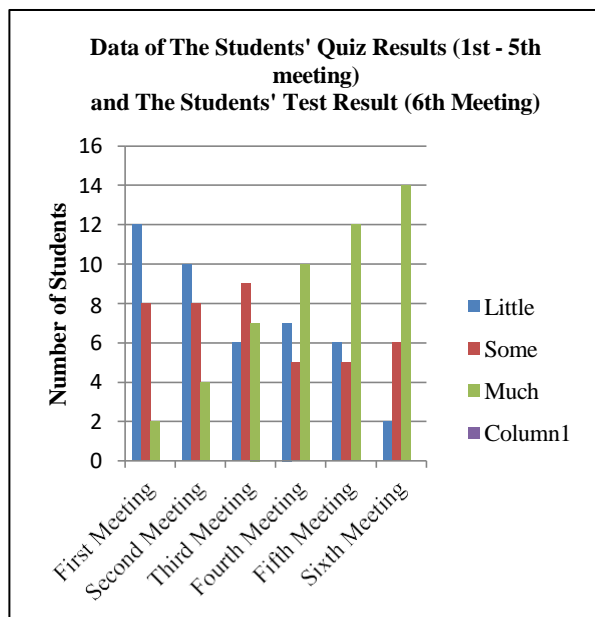


Figure 1. Improvement Graphic on Students' prior Knowledge in Each Meeting

The data on the graphic above showed that the students have progress in building their prior knowledge from the first meeting to the last meeting. It is shown that in the first meeting most students or 12 students (54.5 %) have in little knowledge in building their prior knowledge,. It is decreased in the second meeting when 10 students or 45.4% of students have little knowledge. When the Preplan Method is applied in third meeting, 6 students or 27.3 % have in little knowledge but in fourth meeting, the score for little knowledge was increased when 7 students or 31.8% were position in little knowledge. Meanwhile in the fifth and sixth, the amount of students in little knowledge position have decreased. It can be shown from the last meeting when there were no students have little knowledge.

From the description about the improvement of students in their background knowledge particularly for the students who got little knowledge, it is indicated that the Preplan Method is effective in developing the students' prior knowledge. Due to the criteria of success in the study, it is stated that 70 % of the students or 18 students should have obtain

some and much knowledge for their background knowledge. The result of the test in the first cycle showed that 10 students achieve much knowledge and 12 students achieved much knowledge. The result showed that the criterion of success is achieved therefore the cycle is stopped.

Dealing with the improvement of reading comprehension, it can be shown in the following graphic.

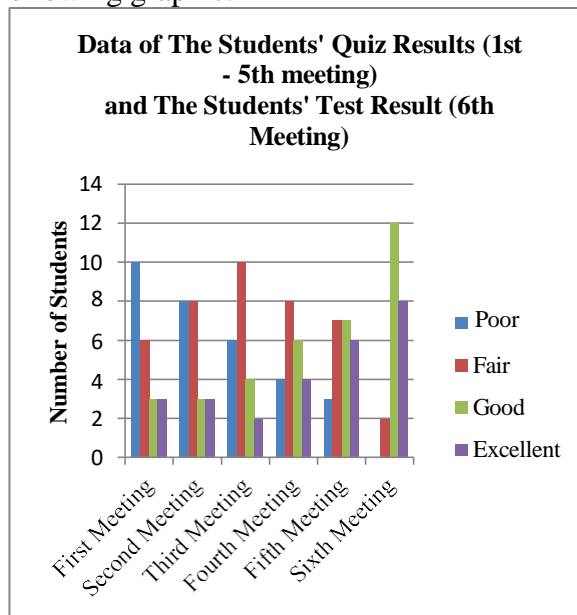


Figure 2. Improvement on Reading Comprehension in Each meeting

The data on the graphic showed that on the first meeting there were 10 students (45.45%) got poor score; 6 students (27.3%) got fair score and 3 students (13.63%) got good score, and 3 students (13.63%) got excellent score. On the second meeting, the result of the quiz was increased. The number of the students who were on the poor level were decreased in which 10 students (45.45%) got poor score; 8 students (36.36%) got fair score; and 3 students (13.63%) got good score, and 3 students (13.63%) got excellent score. On the third meeting, the results were increased. There were 6 students (27.27%) got poor score; 10 students (45.45%) got fair

score; 4 students (18.18%) got good score; and 2 students (9.09%) got excellent score. On the fourth meeting, there were 4 students (18.18%) got poor score; 8 (36.36%) students got fair score; 6 students (27.27%) got good score; and 4 students (18.18%) got excellent score.

On the fifth meeting, the quiz results of this meeting were increased to the significant amount. There were 3 students (13.63%) got poor score; 7 students (31.81%) got fair score, 7 students (31.81%) got good score and 6 students (27.27%) got excellent score. On the sixth meeting, the test results in this meeting were still increased. There were no students got poor score, 2 students (9.09%) got fair score; 12 students (54.54%) got good score and 8 students (36.36%) got excellent score.

From those results, it could be concluded that at those six meetings after the students applied the PREP Method in learning reading their reading comprehension were improved. Based on the first criteria of success for this research, the application of the PREP Method was success when 70% students got "good" score in comprehending the text by applying the strategy. While the students' result for the final test on the sixth meeting after they were trained with the quizzes on the prior meetings showed that 90 % of the students achieve the indicator of success, so the researcher decided that the research is stopped (only in one cycle).

### **The Result of Observation Checklist**

The observation checklist was filled by the teacher. The observation was conducted during the implementation of PREP Method from the first meeting until the fifth meeting. The things that were assessed using the observation checklist were about the application of the PREP Method which started from building the vocabularies, (initial associations with the concept), in which the students made associations between prior knowledge and the new concept. In this part, the researcher prompts this by asking students

to say any word what comes to their mind when they hear a key term or concept related to the topic. Second, reflecting on initial associations. In this step, the researcher wrote any association on the white board, and asked the students to elaborate it by asking questions. From the discussions, the students were trained to remember all the information/ new ideas from the discussions then they were asked to read the topic and found any missing information that they could not touch during the discussions.

Based on what the teacher observed, on each meeting of course there were the difficulties which the students' faced whether in doing the steps of the PREP Method in the reflections step and reformation of knowledge. In the reflection step, the students were difficulties to connect their prior knowledge to the new topic and difficulty in expanding their knowledge through the responses of other students. As the results, the students still a little bit problems in answering the literal questions, the interpretive questions and the creative question but they still enthusiastic about the learning process using this Method by doing the given assignment. It was shown through their enthusiasm or their enjoyment to participate in the learning process. They had a desire to find out the vocabularies or the key words in Indonesia when they were on the vocabulary building step.

In the reflection step, the students shared their opinion each other whether in group or in pairs to categorize those key words. After categorizing, the students were asked to make questions due to the topic. Here, the students were motivated to use their imagination to make a reflection so they were excited in the reading process. On the early the students were reluctant to reflect because it was a new thing for them in the reading process. Usually they just reading the text and answering it without reflecting the story before. It was confusing to

them if they had to make the concept' reflection based on the available key words

In the reformation knowledge step, on the beginning before the students understood the steps of the strategy well, they were boring because they thought that there were so many things to do with the strategy. After several times the PREP Method was applied, they were motivated to take a part in the learning reading process especially in the making connection with their prior knowledge with the new topic given by the researcher. There were a curiosity of the students to find out what the story talked about to be related to their reflection and reformation of knowledge.

Next was the step of answering the questions. After the students were trained using the PREP Method on the each meeting, their comprehension about reading text was improved day by day. Although on some of the previous meetings the students had the difficulties in answering the literal questions, the creative question, and especially in answering the interpretive questions in which they had to give the opinion, the evidence and the relationship between both of it but finally most of them could answer those questions well.

### THE RESULT OF QUESTIONNAIRE

The result of those questionnaires' showed the students' opinion about the application of the PREP Method in the learning reading process. Those questionnaires were given at the end of the cycle, the sixth meeting, for the 22 students. It consisted of 20 questions which asked the students' opinion generally about what they felt inside through the application of the method; the students' opinion especially about the learning of the reading material by applying the method; the students' opinion about the steps application of the strategy in the learning reading process and the students' opinion about the using of the narrative text in the learning reading.

Table 3. The students' opinion generally about what they felt inside through the application of PREP Method.

No	Pertanyaan	Tidak	Kadang -kadang	Ya	Jumlah
1	Apakah anda menyukai pembelajaran reading dengan PREP Method?	1	12	9	22
2	Apakah anda mengerti dengan benar apa yang harus anda lakukan dalam proses pembelajaran reading ketika menggunakan Metode ini?	1	6	15	22
3	Apakah pengaplikasian PREP Metode memotivasi anda untuk mengaktifkan pengetahuan awal anda terhadap materi yang diajarkan?	-	6	16	22
4	Apakah pengaplikasian Metode PREP membuat anda lebih Percaya diri dalam menjawab pertanyaan?	3	10	9	22
5	Apakah pengaplikasian Metode PREP meningkatkan rasa kerjasama di antara anda dan teman sekerja dalam proses pembelajaran reading ?	-	2	20	22
<b>TOTAL</b>		5	38	69	110
<b>Persentasi</b>		4.5%	34.5%	62.7%	%

Based on the given result, 62.72% students stated their feeling that they liked the learning reading process using the PREP

Method in which they could have a well understanding in doing the steps of the method, and could work together or could help each other in the class. Besides, they also were confident and were motivated through the application of the PREP Method. While 34.54% students said “Sometimes” and 4.54% students said “No”.

Table 4. The students’ opinion especially about the learning of the reading material by applying PREP Method.

No	Pertanyaan	Tidak	Kadang-kadang	Ya	Jumlah
1	Apakah menurut anda pembelajaran reading dengan metode PREP lebih membantuantuk memahami bacaan dari pada hanya membaca teks secara langsung tanpa memprediksi dan mengkoneksikan prediksi tersebut dengan isi cerita terlebih dahulu?	1	9	12	22
2	Apakah pengaplikasian metode PREP membuat anda termotivasi untuk membaca teks?	-	1	21	22
3	Apakah pengaplikasian metode PREP membantu anda memahami bacaan?	2	11	9	22
4	Apakah pengaplikasian metode PREP	3	8	11	22

	membantu anda dalam menganalisis struktur-struktur informasi atau elemen-elemen dari teks yang anda baca?				
5	Apakah pengaplikasian metode PREP membuat anda tertarik untuk memperhatikan materi yang diajarkan?	-	7	15	22
<b>TOTAL</b>		6	36	68	110
<b>Persentasi</b>		5.4%	32.7 %	61.1%	

The table showed that 61.2% students said that they felt interested; were motivated to pay attention and were motivated to read the given reading material even they were helped to comprehend it by doing with this strategy. While 32.72.71 % students said “sometimes” and 5.45 % students said “no”.

Table 5. The students’ opinion about the steps’ application of the PREP Method in the learning reading process.

No	Pertanyaan	Tidak	Kadang-kadang	Ya	Jumlah
1	Apakah pengaplikasian metode PREP Menambah perbendaharaan kata sukar anda?	-	1	21	22
2	Apakah pengaplikasian metode PREP mengaktifkan pengetahuan awal anda tentang materi?	-	8	14	22
3	Apakah pengaplikasian metode PREP Mempermuda	1	9	11	22

	Apakah anda menjawab pertanyaan?					
4	Apakah pengaplikasian metode PREP membantu anda mengidentifikasi informasi-informasi yang penting dalam teks yang anda baca?	-	9	13	22	
5	Apakah pengaplikasian metode PREP membantu Anda memprediksi bacaan yang akan anda baca?	1	5	16	22	
<b>TOTAL</b>		2	32	75	110	
<b>Persentasi</b>		1.8%	29.1%	68.2%		

From the result, 68.2% students stated that the application of the PREP Method helped them to build their vocabularies and to identify the important information from the text and activated their prior knowledge. It caused them could answer the given questions easily. While 29.1% students said “sometimes” and 1.8% said “no”.

Table 6. The students’ opinion about the using of the narrative text in the learning reading.

No	Pertanyaan	Tidak	Kadang	Ya	Tidak jawab	Jumlah
1	Apakah anda merasa tertarik dengan pembelajaran reading yang menggunakan teks narrative?	-	7	15	0	22
2	Apakah pembelajaran reading	2	5	15	0	22

	dengan menggunakan teks narrative membuat anda merasa enjoy ketika membaca bacaan?					
3	Apakah pembelajaran reading dengan Menggunakan teks narrative membuat anda Termotivasi untuk membaca bacaan?	1	5	16	0	22
4	Apakah pembelajaran reading dengan teks narrative membantu anda untuk berimajinasite ntang isi cerita?	1	2	19	0	22
5	Apakah pembelajaran reading dengan teks narrative lebih mempermudah anda Memahami bacaan?	1	5	16	0	22
<b>TOTAL</b>		5	24	81	0	110
<b>Persentasi</b>		4.54%	21.8%	73.6%		

The result showed that 73.63% students were interested, were motivated and enjoyed to read the text in the learning reading, using the narrative text. Beside that they were also helped to imagine about the story and to comprehend the reading. While 21.81% students said “sometimes”, 4.54% students said “no”

The average result from the four categories indicated that approximated more than 68% - 72% students gave positive response about the application of the PREP Method in improving reading comprehension. It was more than the second criteria of success



in which 70% students must do that. So, as the conclusion it could be said that the result of the questionnaire also met the criteria.

The results of the application of the PREP Method will be discussed in this part. It includes the improvement of the students' prior knowledge and the students' reading comprehension through the application of the PREP Method; the result of the observation checklist and the result of the questionnaire.

### **The useful of Prep Method in building the Students' Prior Knowledge of the Content**

Miller, (2002) argued that background knowledge is an important factor for creating meaning, and teachers should help students activate prior knowledge before reading so that information connected with concepts or topics in the text is more easily accessible during reading. If students do not have adequate background knowledge, teachers can help students build the appropriate knowledge.

One of the methods that very effective from the relevance previous studies is PreP method which means The Pre Reading Plan. This method is aimed to generate students' interest in a topic and to estimate students' level of background information (Richard & Vacca, : 2011). This method is more structured than simply skimming or previewing a text. In this method, students' prior knowledge are elicited by the teacher' questions. The questions are geared toward helping students from mental associations about the topic, reflect on the associations and formulate their ideas before they read. Moreover, Matther and Jaffe (2002) stated that The Prep is a learning group activity for assessing the students' background knowledge on a topic prior to starting a new or reading selection.

The PREP Method also a method which places the key vocabularies as the highlight and encouraged the students to think how those words include in the story and describe the plot of the story itself (reflecting). So, it indicates indirectly that the application of this

method is useful in improving the students' vocabularies and activating their prior knowledge. The improvement of the vocabularies and the activation of the prior knowledge give the ability for the students to comprehend the text well so they can answer the reading comprehension questions (literal questions, interpretive questions and creative questions).

In applying the Prep method, the students are trained to follow four steps; initial association, reflection, reformation of knowledge, and reading a text. In initial association, the students are asked to tell anything they think of in association with the stimulus and write all responses on the board. This step allows students to improve their vocabularies. In reflection step, the students are asked to explain what make them think of the responses they give in the first step. Therefore, the students consciously connect their prior knowledge to the concept and expand their knowledge through the responds of other students. In this step, the students are encouraged to actively involved in classroom activities and force individual participation. In reformation knowledge, the students share their associations, think deeply and tell any new ideas about the topics. The students have to elaborate ideas and modify ideas. This step helps students associate new knowledge with prior knowledge. After they have a clear picture in their mental association then they are asked to read the text to find the information and also to review the information of the content.

From the procedures above, the students are motivated to improve their vocabularies and build their prior knowledge. It can be shown by the improvement of the students' prior knowledge from first meeting until the sixth meeting.

### **The useful of Prep Method in Improving the Students' Reading Comprehension**

Aspects of comprehension related to the students' ability in answering the three kinds

of reading comprehension questions which included the literal questions, the interpretive questions and the creative question by applying the PREP Method. To answer all of the questions, of course the students found the problems but finally it was solved.

On the literal questions, the answers of the questions had already stated in the reading. The answers were about what the characters did (action/resolution), what the characters felt, what happened to the characters (problem), what the characters had, what reason the characters did their action, where characters went (setting), what the characters wanted to have, etc. Although the answers could be find directly in the text, sometimes the students gave incomplete answers and make a mistake in answering it because they had less understanding about the story.

The PREP Method played an important role to help the students answered the questions. The method offered the initial association step of the key words/the vocabularies into the elements of the story that included the characters, the setting, the problem, the action and the resolution which could be used to describe how the story was going to be, so made the students easily to put the answers. Greenwood (2010:664) in Blachowicz stated that 'The PREP Method motivated the students to learn the story elements'. Furthermore Frost and Buhle (2009 :155) argued that "through the application of the PREP Method the students could focus on the words (key words/vocabularies), and the story structure'. Through that the students were introduced to the story so the students' ability in understanding the reading was increased and their capacity to use story elements in purpose to increase comprehension was built on. It meant that the key words that had been categorized well into the elements of the story gave the students a description about how the story would be structured. The words were made as a guideline to answer the literal questions. For instance, when the questions asked for the

things which happened to the characters, and how the characters solved the problem, the students could see the words on the elements of the problem and the resolution then use the words as the guideline to answer the questions then check the statements which related to the words to make a complete answer so the correct answer could be provided. It indicated that through the categorizing of the key words into the story element the students were helped to have an understanding of the story's composition which guide them to have a good comprehension in reading so then they had the answers for the literal questions.

On the interpretive questions, the answers were not explicitly stated in the passage but it was implied. The questions belonged to what the characters' attitude were, what the relationship between the characters was, etc. which all of it was showed indirectly through the statements in the story. For this kind of questions, the students were asked to give their opinion, the evidence and the relationship between opinion stated and the evidence given. The students needed to think critically of what the statements in the story referred to. To find what the statements implied, the students should comprehend what was going on in a story.

Applying the steps of the PREP Method such as the initial association; reflecting, reformulating knowledge could give a hand for the students to get the understanding of the text. Students brainstorm what they know about the topic or a key vocabulary term and hear their classmates' associations. This activity helps students think about what they already know and sets the stage for more critical analysis of content.

In reflection step, students are asked to reflect on their Initial Associations with questions such as, "What made you think of...?" or "Why did this response come to mind?". This step demanded the students were processed to think more. When they were in the reflecting process, they were also in the process of comprehending.

After the discussion and before reading, ask for new ideas. Students have the opportunity to verbalize associations that have been elaborated or changed. This discussion helps students understand how others are constructing meaning. This reformulate knowledge step made the students had the description about the story although it was not perfect yet because it was just a reflection but at least the students' thinking began to be brought into the story. Actually the students did not only comprehend the information stated in the reading, but also the interpretive information that was implied through the statements on the story. It make them comprehend well how to answer the interpretive questions by giving their position and its proof and explaining the relationship from both of it.

### **The strengths and weakness of PREP Method in Reading Classroom Activities**

From the result of observation and questionnaire, it can be implied that the students have positively responds through the use of Prep Method in reading classroom activities. During the teaching and learning process, it is showed that the students are actively involve, are motivated and enjoyable in reading process. The method is proved can be useful in activating the students' prior knowledge as starting point for reading comprehension

According to the students, using the PREP Method was very helpful than the method before in which the students just reading and answering the questions without make initial association and reflection. By applying the method, there were the progress that the students showed, such as they were trained to have a critical thinking (it was because the method trained the students to think more) especially to imagine something (the students could express their opinion about how the plot of the story was set through a prediction). The steps which were done with helped the students to guess the plot that would be read,

and when they were in the relation and reformulate steps, they could comprehend the reading material well.

The application of this method also made the students motivated to pay full attention to the materials which were taught and to read the text. They were challenged and were so curious about the text so they were encouraged to know what was written in the reading text. The way they thought was trained to connect between the reflection and reformulate knowledge with the content of the text. They competed to find out whether their reflection was correct or not. Furthermore the students' motivation in reading that was begun with vocabulary building, categorizing the vocabularies or the key words, reflecting what would be happened in the story using those key words based on the guiding questions and reformulating knowledge to the real text, also helped the students indirectly to analyze the generic structure of the text even helped them to comprehend the given reading material through the each step of the method. The students could know the major points of the text or the story that would be read about when they were introduced early to the characters, the setting, the problem and the solution (it was shown through the key words which had already categorized into the story's element) and then try to reflect how those words included in the story until finally reformulated it to the real one. Through the steps in this method, the students also were trained to find out the answers from the given questions based on the text or the story.

### **CONCLUSION AND SUGGESTION**

The result and the discussion show indirectly that reading is the interaction between the readers (the students) and the text, in which they try to connect their prior knowledge with the offering information of the text being read. Through the process of building their prior knowledge of the materials, the students are trained to think deeply about the materials. Therefore, they can

make association concept, reflection and reformulate their knowledge before they are involved in grasping the information from the texts. The findings of the study show that in each meeting, the students have improvement in building their prior knowledge and their reading comprehension. Therefore, it can be concluded that :

- 1) The PreP Method is effected in building the students' prior knowledge as the bridge to explore deeply the new materials.
- 2) The Prep method can be used not only to develop students' prior knowledge about the content of the text but also it can be used to improve the students' vocabularies.
- 3) The Prep method is useful and meaningful method in improving the students' reading comprehension. The more the students can build their knowledge of the content, the better they comprehend the reading comprehension.
- 4) The use of PreP method in reading classroom activities can encourage the students to actively involve and enjoy in exploring deeply the texts during reading classroom activities.
- 5) The students have positively responds during the application of Prep Method in reading classroom activities. They fell happy or feel attracted, motivated and challenged to explore reading texts.

Based on the conclusion, the researcher has some suggestions to anyone who wants to use this method especially in reading skill to develop the students' prior knowledge of the content and to improve the students' reading comprehension. EFL teachers are suggested to apply or integrate the Pre Reading Plan (PReP) Method in reading process. For the teacher, The Pre Reading Plan (PReP) Method can be used as an effective method to encourage the students to build their prior knowledge starting from the initial association step, reflection , reformation knowledge, to review the texts . In

applying the method the teacher should consider : a) the kind of the texts, b) the length of the texts, c) the time, d) the design of classroom activities.

Moreover, the teacher can use this method not only for reading skill but also for other basic English skills but should consider the four components above. For the students; this method also can be used as their learning strategy. Tto make the students succeed in apply this method as their learning method, the patience of a teacher is needed especially to train them using the application of the Pre Reading Plan (PReP) Method not only for reading skill but also for other basic English skills. The students' ability can't be trained instantly but it must be done step by step and continually until there are some improvements shown by the students in comprehending the reading. Let them interact with their friends in doing the steps of the method in group or in peers to make them cooperate and help each other until finally they can do all the things by themselves. Furthermore, the other researchers also are suggested to apply this method for further research but in the different level, so the improvement of the students' prior knowledge and reading comprehension through the application of Pre Reading Plan (PReP) Method also can be seen on the other level besides the senior high school level.

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