Students' Perception on Pre-Reading Activities in Reading For Gist

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Abstract: Reading is an essential thing in English language skills. To support reading skills, it is necessary to have introductory activities before reading the texts in a classroom (pre- reading activities). Pre-reading activities are necessary to help students understand the reading texts. Reading difficulties can arise if it is not accompanied by a positive perception of pre-reading activities. Therefore, this study aims to find out the various types of pre- reading activities in the Reading for Gist class and students' perceptions of these activities. This study uses qualitative methods with interviews and questionnaires as the tools of collecting data. The participants in this study were 39 students who took Reading for Gist class. The results of this study show that there are four types of pre-reading activities in Reading for Gist class. The perception given by most students in that class is positive. Students feel that the pre-reading activities are very helpful for them in improving their reading skills.

Keywords: *Pre-reading, Reading, Students' Perception, Reading for Gist*

INTRODUCTION

In the 21st century, knowledge is continuing to expand. In this case, there must be many changes that can help humans to develop rapidly. Unfortunately, in every change there is always something called retardation. This thing usually occurs due to difficulties in adapting.

English as one of the majors in some colleges in Indonesia and especially in this institution where the research was done has some problems in the four skills such as listening, speaking, writing and reading. For that reason, adaptability is indispensable in this time. Reading is one way to cope with these rapid changes. The meaning of reading here is not just spelling out all sentences or texts. Basically, it is about the process of comprehending the reading material.

Ilyosovna (2020) states, people who can read and understand English will be able to access and have the benefit of additional internet resources, such as reading world news and partaking in a discussion forum. People will also be capable of communicating with more people and access a broader range of knowledge resources. The opportunities are infinite. Therefore, reading is one of the most important skills for academic success, strong ability to read can be a very useful added value, especially when combined with good English skills.

According to Maunsell (2019), the unfamiliarity with English vocabulary, a lack of understanding of sophisticated grammar and multiple-meaning words might cause students' reading comprehension may be hampered. Reading ability can be affected by language abilities. Consequently, someone who reads in a language other than their native language may run into some difficulties. Thus, supporting activities to develop the language skills are required to make the reading process more efficient.

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Shastri (2010) states, the teachers who teach reading are to help students comprehend the information from printed pages in a way that is effective, rapid, and comprehensive. Colorado (2008 as cited in Ekaningrum & Prabandari, 2015) added, that they should provide engaging activities before the reading stage to engage learners in the material and to encourage them to read. In conclusion,activating the background knowledge of the learners in relation to the target text is important to rouse their confidence in reading.

The activity before reading is used to uncover a prior understanding of the reading subject from students. The aim of this activity is to give learners the background information they will need to understand a text better. Students can quickly grasp what they are reading by stimulating their prior knowledge throughout the reading process (Anaktototy & Huwae, 2020). From this statement, pre-reading in EFL classroom is essential, to help avoid barriers and to make the reading process easier for learners.

Pre-Reading Activities
This research focuses on students' perception on the pre-reading activities in Reading for Gist Class STBA LIA. According to Hedgcock & Ferris (2009) there are several kinds of pre-reading activities.
a. Getting Ready to Read
One of the pre-reading activities that prepares students to read is schema activation. It guides both the teacher and the students in identifying and reflecting on what is already known about the text matter, themes, key terms and phrases, rhetorical structures, and so on. The teacher could show a video or printed material that is appropriate for the learner's level of language ability.
b. Surveying the Text
Surveying the text is a methodical and strategic activity that involves checking the text before reading it to understand the text's features, such as lengths, sections and divisions, main themes, and any extratextual information that can aid comprehensions, such as pictures, graphs, keyword or difficult vocabulary, and sidebars or text boxes.
c. Making Predictions and Asking Questions
Students generate predictions or questions about what they are about to read using knowledge acquired through schema creation and previewing activities at this stage of the pre-

reading activity. Such activities can improve student confidence in both their own comprehension abilities and the previewing tactics they have been taught to the extent that their predictions are later proven.
d. Introducing Key Vocabulary
There are various pre-reading vocabulary principles that may be effective in the EFL classroom. First, on learners' initial view, teachers should only preview language that is required for overall text comprehension. Other lexical items could be discussed later in the reading process. Second, the teacher can provide students with the terms and phrases and lead them to dictionaries to look up their definitions. Third, teachers might create a separate vocabulary list or glossary from the text. It makes the information easier to understand by the students.

Students' Perception
Hafrizal, Kasim, & Samad, (2021) state, "perception is the ability to see, understand, and then interpret a stimulus to produce interpretation. Besides that, perception is a previous experience that often appears then becomes a habit." Michotte (2019 as cited in Gultom, 2021) also states, that perception is established as a phase in the overall action process that assists us in adapting our attitude to the world, we live in. In brief, perception is a point of view of something. It depends on the experience; the impressions might be positive or negative. Therefore, knowing students' perceptions of the learning process, especially in pre-reading activities is essential for determining whether learners have positive responses or not.

There are three studies that are focused on students' perception on pre- reading activities. The first study was conducted by Ekaningrum & Prambandari (2018). The purpose of this study is to find out the kinds of pre-reading activities that are usually carried out in Reading II class of the English Language Education Study Program of Sanata Dharma University. The researchers also find out the students' perception on pre-reading activities used by the teacher. The findings shows that there are several types of pre-reading: brainstorming, pre-teaching vocabulary, pre-questioning, visual aids, and the KWL (Know What Learned) strategy. In reading, the KWL strategy involves the use of tables to record what learners already know, want to know, and have learned about the reading topic. Itis intended to make the objective of reading and the reading

process more obvious and efficient. There were also two activities that were combined: the use of visual aids and the KWL strategy. The inclusion of pre-reading exercises in Reading II Class was viewed well by the learners as they are benefited greatly from theinclusion of pre-reading activities that assisted them in comprehending readingmaterials.

The second previous study was written by Putri, Ghufron, & Matin (2018). The objective of this study was to learn about the use of pre-reading activities in teaching reading comprehension, as well as the teacher and students' perspectives on reading instruction. They obtain data in a qualitative approach by using document analysis, observations, interviews, and questionnaires. The findings describe the steps of implementing pre-reading activities in teaching reading comprehension by offering eight ways to do pre-reading activities such as: focusing attention, questions, headings, nonprinting material, stopper words, setting purpose, purpose and strategies, question and answer. The outcomes of this research include some steps to take in pre-reading activities, which are also appropriate activities since they can prepare individuals to face the text.

The third previous study by Azizifar, Roshani, Gowhari, & Jamalinesari (2014) compared the learners' comprehension ability before and after the implementation of two types of pre-reading activities, guessing reading content from asking pre-reading questions and vocabulary definition, and investigated the learners' perceptions towards the implementation of two pre-reading activities. The research instrument consisted of reading comprehension test (used as pre- and post- tests). The experiment using the two pre reading activities were carried out for 5 weeks, two meetings session in a week. The data was analysed statistically to identify means, standard deviation, and t-value. It was found that after implementation of the two pre-reading activities the subjects performed better inthe post-test, at significant level of .05. When compared the results of the 2 pre- reading activities, it was found that the group receiving guessing meaning from pre- reading questions performed better that their counterpart who experiencedvocabulary definitions, at .05. It was also found that both groups were satisfied with the activity they experienced.

Based on those previous studies, the researcher infers that pre-reading activity is essential in helping students enhance their reading skills. Besides pre- reading activities, their perceptions of it is also important. The positive perceptions will affect their motivation in reading, indirectly it can also improve their reading skills. At that point, the researcher decides to investigate the perceptions of the students. Their perceptions on pre-reading will be analysed by using the theory from Hedgcock & Ferris (2009). This study hopefully will confirm the findings from the previous studies. This present study may be used by the reader to learn about a wide variety of students' perceptions based on the pre-reading activities they participate in.

METHOD

This study uses the qualitative method. According to Creswell (2018), qualitative research method is an approach of investigating and comprehending the meaning that individuals or communities attach to a social or human issue. It implies, that this research is closely related to the discussion between human beings and the social conditions that exist in their environment.

In this research, the author will find out about the various types of pre-reading activities used in the Reading for Gist class, along with the learners' perceptions of those activities. The main focus is on their perceptions. The researcher will describe the contents of the data in a descriptive way. According to Rawat (2021), descriptive analysis is a process that helps to explain, present, or conclude data points in a constructive way. This means that each data will be described in a detailed explanation by the researcher.

The data from this study are taken from the results of face-to-face interview with the lecturer. This interview will discover a variety of activities undertaken in the Reading for Gist class. The researcher will use Hedgcock & Ferris (2009) theoryto describe the pre-reading activities in that class. From these findings, the author will compile a questionnaire addressed to active students who are enrolled in the Reading for Gist course. The questionnaire contains 24 questions about how they view the activities, whether it is positive or the other way around.

The data collection process consists of four steps, as it is listed below:

1. The researcher interviews the Reading for Gist lecturer regarding the pre-reading activities in that course.
2. The researcher creates the questionnaire based on the interview results.

3. The researcher distributes the questionnaire to the student by using Google Form.
4. The researcher compiles the questionnaire filled by the students.

In addition, there are several stages to analyse the data as will be outlined below:

1. The researcher analyses the pre-reading activities from the interview results in the Reading for Gist Class.
2. The researcher analyses the data from questionnaires related to students' perceptions on pre-reading activities in the Reading for Gist class.

RESULT AND DISCUSSION

This study is conducted to investigate the types of pre-reading activities in the Reading for Gist class along with the students' perceptions of those activities. The researcher has conducted an interview with the lecturer of Reading for Gist Class about the types of pre-reading activities that are usually used in that class. The researcher analyses the pre-reading activities used by the teacher based on the interview results as follows.

1. Types of Pre-reading Class in Reading for Gist Class

a) Activating Background Knowledge

The lecturer stated that this activity is usually done by discovering what students already know about the reading topics. In this Reading for Gist class, students use the Academic Encounter as their primary textbook that focuses on academic literature related to American history. It also includes questions to test students' prior knowledge. It is in line with the schemata activation in the part of getting ready to read by Hedgcock and Ferris (2009) where students in the classroom share and compare what they already known about the topic covered in the reading text.

b) Visual Aids

In this type, students are usually asked to give their views on thepictures in the textbook as part of this pre-reading exercise. The pictures are the visual representations of the reading text topic that students will read in class. According to Hedcock and Ferris (2009) this kind of visual aid can helpthe students to illustrate the content of the reading text in the classroom.

c) Vocabulary

The third activity pre-reading is Vocabulary activity. In this activity the students are asked to do the matching activities which will help them to create a better understanding in reading process. In this activity, the students match the vocabulary with its meaning. The vocabulary usually come from the text that they are going to read in the classroom. This finding is in line with the Hedgcock and Ferris' (2009) explanation that the lecturer should only assess vocabulary that is essential for overall text understanding. So that, the students will find it easier to read the passage.

d) Scanning & Skimming the Text

The fourth activity is Scanning and Skimming the Text. Due to online learning, students do this pre-reading type independently. Before teaching and learning activities get started, students can do the scanning and skimming process on the text sent by the lecturer through online platform. These activities will help them to get the overall meaning and the specific information from the text. This finding is in line with the Hedgcock and Ferris' (2009) explanation about surveying the text, that scanning and skimming the text are parts of surveying the text and those help the students to gain a quick sense on reading process.

2. Students' Perception on the Pre-reading Activities in Reading for Gist Class

The researcher collects students' perception by using Google Forms. The respondents of this study are the students who are joining the Reading for Gist Class in academic year 2021/2022. The researcher receives 39 answers out of 41 students. There are four sections to this questionnaire, each section consists of 6 questions about the students' perception of the pre-reading activities. The pre-reading activities that being analysed are listed below:

a) Activating Background Knowledge

1. I feel interested if there are some introductory questions related to the reading text before I read it.

Table 1.1 Activating Background Knowledge

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	1	2,6
2.	Agree	25	64,1
3.	Neutral	9	23,1
4.	Disagree	3	7,7

5.	Strongly disagree	1	2,6
Total		**39**	**100**

Based on the table 1. above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there was 1 (2,6%) student whose strongly agree with the statement. The other 25 (64,1%) students from the total number of the students agree with the statement. Meanwhile, there were 9 (23,1%) students answered undecided with the statement.

There were 3 (7,7%) students answered disagree with the statement, 1 (2,6%) student answered strongly disagree. This showsthat most of students in that class enjoy the reading activities that preceded by some introductory questions.

2. I actively participate if there is a pre-reading session to discuss the topic of the reading text.

Table 1.2 Activating Background Knowledge.

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	5	12,8
2.	Agree	23	59
3.	Neutral	8	20,5
4.	Disagree	2	5,1
5.	Strongly disagree	1	26
Total		**39**	**100**

Based on the table 1.2 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 5 (12,8%) students whose strongly agree with the statement. The other 23 (59%) students from the total number of the students agree with the statement. Meanwhile, there were 8 (20,5%) students answered undecided with the statement. There were 2 (5,1%) students answered disagree

with the statement, 1 (2,6%) student answered strongly disagree. The result shows that most of the students like to have some pre-discussionbefore they read the text because most of them like to actively involves in it.

3. The reading text is easier to understand after I go through a pre- reading session in the classroom.

Table 1.3 Activating Background Knowledge

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	3	7,7
2.	Agree	28	71,8
3.	Neutral	5	12,8
4.	Disagree	1	2,6
5.	Strongly disagree	2	5,1
Total		**39**	**100**

Based on the table 1.3 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 3 (7,7%) student whose strongly agree with the statement. The other 28 (71,8%) students from the total number of the students agree with the statement. Meanwhile, there were 5 (12,8%) students answered undecided with the statement.

There were 1 (2,6%) student answered disagree with the statement and 2 (5,1%) students answered strongly disagree. Based on the result, the majority of the students feel that after participating in a pre- reading activity made the text is easier for them to comprehend.

4. After doing a pre-reading, I feel more confident in reading the text.

Table 1.4 Activating Background Knowledge

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	6	15,4
2.	Agree	26	66,7
3.	Neutral	4	10,3
4.	Disagree	1	2,6
5.	Strongly disagree	2	5,1
Total		**39**	**100**

Based on the table 1.4 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 5 (15,4%) student whose strongly agree with the statement. The other 26 (66,7%) students from the total number of the students agree with the statement. Meanwhile, there were 4 (10,3%) students answered undecided with the statement. There were 1 (2,6%) student answered disagree with the statement, 2 (5,1%) students answered strongly disagree. This indicatesthat after participating in the pre-reading activity, the students' confidence in reading the content enhanced.

5. The way of lecturer leads the pre-reading at the beginning of the class fits my learning expectation.

Table 1.5 Activating Background Knowledge

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	3	7,7
2.	Agree	28	71,8
3.	Neutral	6	15,4
4.	Disagree	0	0
5.	Strongly disagree	2	5,1
Total		**39**	**100**

Based on the table 1.5 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 3 (7,7%) student whose strongly agree with the statement. The other 28 (71,8%) students from the total number of the students agree with the statement. Meanwhile, there were 6 (15,4%) students answered undecided with the statement and 2 (5,1%) students answered strongly disagree. The result shows that most of students in that class state that the lecturer's ways to lead the pre-reading session mets their learning expectations.

6. I feel satisfied with the pre-reading session in this Reading for Gist Class

Table 1.6 Activating Background Knowledge

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	3	7,7
2.	Agree	26	66,7
3.	Neutral	8	20,5
4.	Disagree	1	2,6
5.	Strongly disagree	1	2,6
Total		**39**	**100**

Based on the table 1.1 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 3 (7,7%) students whose strongly agree with the statement. The other 2 (66,7%) students from the total number of the students agree with the statement. Meanwhile, there were 8 (2,6%) students answered undecided with the statement. There were 1 (2,6%) student answered disagree with the statement and 1 (2,6%) student answered strongly disagree. The result shows that the majority of the students are satisfied with the pre-reading activities that given by the lecturer in the Reading for Gist Class.

b)   Visual Aids Activity
1.   I feel interested if the activity before reading is supported by some visual aids (pictures).

Table 2.1 Visual Aids Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	12	30,8
2.	Agree	24	61,5
3.	Neutral	2	5,1
4.	Disagree	1	2,6
5.	Strongly disagree	0	0
Total		**39**	**100**

Based on the table 2.1 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 12 (30,8%) students whose strongly agree with the statement. The other 24 (61,5%) students from the total number of the students agree with the statement. Meanwhile, there were 2 (5,1%) students answered undecided with the statement and 3 (7,7%) students answered disagreewith the statement. This indicates that the most of the students are more engaged to the pre-reading activity that accompanied by some pictures.

2.   The pictures in the reading material help me to understand the text better.

Table 2.2 Visual Aids Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	9	23,1
2.	Agree	22	56,4
3.	Neutral	4	10,3
4.	Disagree	2	5,1
5.	Strongly disagree	2	5,1
Total		**39**	**100**

Based on the table 2.2 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 9 (23,1%) students whose strongly agree with the statement. The other 22 (56,4%) students from the total number of the students agree with the statement. Meanwhile, there were 4 (10,3%) students answered undecided with the statement. There were 2 (5,1%) students answered disagree with the statement, 2 (5,1%) students answered strongly disagree. Based on the result, most of the students feel that pict ures in the pre-reading material supportsand guide them in improving their reading comprehension.

3. The pictures in the reading material are clear and easy to understand.

Table 2.3 Visual Aids Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	6	15,4
2.	Agree	18	46,2
3.	Neutral	11	28,2
4.	Disagree	2	5,1

5.	Strongly disagree	2	5,1
	Total	**39**	**100**

Based on the table 2.3 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 6 (15,4%) students whose strongly agree with the statement. The other 18 (46,2%) students from the total number of the students agree with the statement. Meanwhile, there were 11 (28,2%) students answered undecided with the statement.

There were 2 (5,1%) students answered disagree with the statement, 2 (5,1%) students answered strongly disagree. It is concluded that the pictures in pre-reading activity of Reading for Gist class are clear and easy. So, the students can comprehend it easily.

4. I feel more comfortable if the lecturer explains the pictures in the pre- reading session.

Table 2.4 Visual Aids Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	11	28,2
2.	Agree	23	59
3.	Neutral	2	5,1
4.	Disagree	2	5,1
5.	Strongly disagree	1	2,6
	Total	**39**	**100**

Based on the table 2.5 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 11 (28,2%) students whose strongly agree with the statement. The other 23 (59%) students from the total number of the students agree with the statement. Meanwhile, there were 2 (5,1%) students answered undecided with the statement. There were 2 (5,1%) students answered disagree

with thestatement, 1 (2,6%) student answered strongly disagree. This result showsthat most of the students in the Reading for Gist Class are pleasant if the lecturer gives them an explanation about the visual aid (pictures) in the pre- reading class

5. The pictures in the reading material represent the reading content.

Table 2.5 Visual Aids Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	7	17,9
2.	Agree	25	64,1
3.	Neutral	6	15,4
4.	Disagree	1	2,6
5.	Strongly disagree	0	0
	Total	**39**	**100**

Based on the table 2.5 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 7 (17,9%) students whose strongly agree with the statement. The other 25 (64,1%) students from the total number of the students agree with the statement. Meanwhile, there were 6 (15,4%)

students answered undecided with the statement 1 (2,6%) student answered disagree with the statement. It indicates that the pictures in the pre-reading activity correspond with thecontent of the reading material in the Reading for Gist class

6.   I prefer pre-reading activities that include some pictures to those that do not.

Table 2.6 Visual Aids Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	7	17,9
2.	Agree	19	48,7
3.	Neutral	9	23,1
4.	Disagree	3	7,7
5.	Strongly disagree	1	2,6
	Total	**39**	**100**

Based on the table 2.6 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 7 (17,9%) students whose strongly agree with the statement. The other 19 (48,7%) students from the total number of the students agree with the statement. Meanwhile, there were 9 (23,1%) students answered undecided with the statement. There were 3 (7,7%) students answered disagree with the statement, 1 (2,6%) student answered strongly disagree. It shows that pre- reading activity with visuals are favoured by the majority of the students in that class.

c) Vocabulary Activity

1. I feel excited if there is an activity to learn some new vocabularies related to the reading text in the classroom.

Table 3.1 Vocabulary Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	10	25,6
2.	Agree	27	69,2
3.	Neutral	1	2,6
4.	Disagree	0	0
5.	Strongly disagree	1	2,6
	Total	**39**	**100**

Based on the table 3.1 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 10 (25,6%) students whose strongly agree with the statement. The other 27 (69,2%) students from the total number of the students agree with the statement. Meanwhile, there were 1 (23,1%) student answered undecided with the statement and 1 (2,6%) student answered strongly disagree. It is concluded that most of the students are enthusiast in learning some unfamiliar words before they start to read the text

2. The activity of matching vocabulary before reading helps me understand the vocabulary in the text more easily.

Table 3.2 Vocabulary Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	11	28,2
2.	Agree	25	64,1
3.	Neutral	1	2,6
4.	Disagree	0	0
5.	Strongly disagree	2	5,1
	Total	**39**	**100**

Based on the table 3.2 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 11 (28,2%) students whose strongly agree with the statement. The other 25 (64,1%) students from the total number of the students agree with the statement. Meanwhile, there were 1 (23,1%) student answered undecided with the statement

and 2 (5,1%) students answered strongly disagree. The result shows that matching vocabulary activity before reading the text helpthe students to understand the vocabulary in the text better.
3. The reading text is easier to understand after I do the matching vocabulary activity before the reading session.

Table 3.3 Vocabulary Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	10	25,6
2.	Agree	21	53,8
3.	Neutral	5	12,8
4.	Disagree	2	5,1
5.	Strongly disagree	1	2,6
	Total	**39**	**100**

Based on the table 3.3 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 10 (25,6%) students whose strongly agree with the statement. The other 21 (53,8%) students from the total number of the students agree with the statement. Meanwhile, there were 5 (12,8%) students answered undecided with the statement.

There were 2 (5,1%) students answered disagree with the statement, 1 (2,6%) student answered strongly disagree. So that, for most students in that class, doing the matching activity really help them to comprehend the reading text.
4. After doing a matching vocabulary activity, I feel more confident in reading the text.

Table 3.4 Vocabulary Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	9	23,1
2.	Agree	20	51,3
3.	Neutral	8	20,5
4.	Disagree	0	0
5.	Strongly disagree	2	5,1
	Total	**39**	**100**

Based on the table 3.4 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 9 (23,1%) students whose strongly agree with the statement. The other 20 (51,3%) students from the total number of the students agree with the statement. Meanwhile, there were 8 (20,5%) students answered undecided with the statement

and 2 (5,1%) students answered strongly disagree. It indicates that for most students in Reading for Gist class, going through the matching vocabulary activity can build their confidence in reading the text.
5. The vocabulary activities contained in the textbook are clear and easy to understand.

Table 3.5 Vocabulary Activity

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	10	25,6
2.	Agree	25	64,1
3.	Neutral	3	7,7
4.	Disagree	0	0
5.	Strongly disagree	1	2,6

	Total	**39**	**100**

Based on the table 3.5 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 10 (25,6%) students whose strongly agree with the statement. The other 25 (64,1%) students from the total number of the students agree with the statement. Meanwhile, there were 3 (7,7%) students answered undecided with the statement

and 1 (2,6%) student answered strongly disagree. The result shows that the vocabulary tasks in the textbook are straightforward and simple to grasp by the students.

6. I feel satisfied with the vocabulary activities in this Reading for Gist Class.

Table 3.6 Vocabulary

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	8	20,5
2.	Agree	21	53,8
3.	Neutral	8	20,5
4.	Disagree	1	2,6
5.	Strongly disagree	1	2,6
	Total	**39**	**100**

Based on the table 3.6 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there was 8 (20,5%) students whose strongly agree with the statement. The other21 (53,8%) students from the total number of the students agree with the statement. Meanwhile, there were 8 (20,5%) students answered undecided with the statement. There were 1 (2,6%) student answered disagree

with the statement, 1 (2,6%) student answered strongly disagree. It is concluded that the students are pleased with the vocabulary activities in that class

d. Scanning and Skimming the Text

1. Before the class begins, I always scan and skim the text provided by the lecturer.

Table 4.1 Scanning and Skimming the Text

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	4	10,3
2.	Agree	22	56,4
3.	Neutral	11	28,2
4.	Disagree	1	2,6
5.	Strongly disagree	1	2,6
	Total	**39**	**100**

Based on the table 4.1 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there was 4 (10,3%) students whose strongly agree with the statement. The other22 (56,4%) students from the total number of the students agree with the statement. Meanwhile, there were 11 (28,2%) students answered undecided with the statement. There were 1 (2,6%) student answered disagree

with the statement, 1 (2,6%) student answered strongly disagree. It can be seen that, most of the students in the Reading for Gist class always do the scanning and the skimming process before they read the text.

2. Scanning and skimming activities help me to understand the text better.

Table 4.2 Scanning and Skimming the Text

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	8	**20,5**

No	Option	Frequency	Percentage (%)
2.	Agree	27	**69,2**
3.	Neutral	4	**10,3**
4.	Disagree	0	**0**
5.	Strongly disagree	0	**0**
	Total	**39**	**100**

Based on the table 4.2 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there was 8 (20,5%) students whose strongly agree with the statement. The other27 (69,2%) students from the total number of the students agree with the statement. Meanwhile, there were 4 (10,3%) students answered undecided with the statement. It indicates that doing the scanning and skimming process before reading text really help most students in that class to comprehend the text.

3. After scanning and skimming the text, I feel more confident in the reading text.

Table 4.3 Scanning and Skimming the Text

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	6	15,4
2.	Agree	28	71,8
3.	Neutral	5	12,8
4.	Disagree	0	0
5.	Strongly disagree	0	0
	Total	**39**	**100**

Based on the table 4.3 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there was 6 (15,4%) students whose strongly agree with the statement. The other28 (71,8%) students from the total number of the students agree with the statement. Meanwhile, there were 5 (12,8%) students answered undecided with the statement. It shows that do scanning and skimming process really help most students to build their confidence in reading the text.

4. I can get the main idea of the text after I do the skimming process.

Table 4.4 Scanning and Skimming the Text

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	2	5,1
2.	Agree	29	74,4
3.	Neutral	5	12,8
4.	Disagree	2	5,1
5.	Strongly disagree	1	2,6
	Total	**39**	**100**

Based on the table 4.4 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there was 2 (5,1%) students whose strongly agree with the statement. The other 29 (74,4%) students from the total number of the students agree with the statement. Meanwhile, there were 5 (12,8%) students answered undecided with the statement.

There were 2 (5,1%) students answered disagree with the statement,

1 (2,6%) student answered strongly disagree. Based on the results, most students can obtain the major idea of the text after doing the skimming and reading the text in the pre-reading activity.

5. I can get the precise details that will aid my comprehension in reading the text after I do the scanning process.

Table 4.5 Scanning and Skimming the Text

No	Option	Frequency	Percentage (%)

No	Option	Frequency	Percentage
1.	Strongly Agree	4	10,3
2.	Agree	25	64,1
3.	Undecided	8	20,5
4.	Disagree	2	5,1
5.	Strongly disagree	0	0
	Total	**39**	**100**

Based on the table 1.3 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there were 4 (10,3%) student whose strongly agree with the statement. The other 25 (64,1%) students from the total number of the students agree with the statement. Meanwhile, there were 8 (20,5%) students answered undecided with the statement and 2 (5,1%) students answered disagree with the statement. It can be concluded that most of the students in that class are ableto get the specific details of the text after they do the scanning process.

6. I get burden if I need to do the scanning and the skimming process before the class begins.

Table 4.6 Scanning and Skimming the Text

No	Option	Frequency	Percentage (%)
1.	Strongly Agree	1	2,6
2.	Agree	10	25,6
3.	Neutral	21	53,8
4.	Disagree	6	15,4
5.	Strongly disagree	1	2,6
	Total	**39**	**100**

Based on the table 1.1 above, percentages of data showed that there were 39 respondents from the students of the Reading for Gist class, there was 1 (2,6%) student whose strongly agree with the statement. The other 10 (25,6%) students from the total number of the students agree with the statement. Meanwhile, there were 21 (53,8%) students answered undecided with the statement. There were 6 (15,4%) students answered disagree with the statement, 1 (2,6%) student answered strongly disagree. The results showsthat most of the students (53,8%) do not choose whether they get burden or not of doing the scanning and the skimming process before the reading class, but 11 (28,2%) students do and 7 (18%) students do not.

CONCLUSION
From the findings, the researchers found that the students' perceptions to the pre-reading activities in Reading for Gist class are positive. In the first type, students find this activity useful and can help them in the learning process. Most of students in the Reading for Gist class really like the discussion session. It is usefulto help them gain a better understanding and build their confidence in reading activity. In the second type, most students state that the visual aids use in the class are really represent the reading text. The pictures are clear and easy to understand. It can be concluded that using clear visual aids in pre-reading activity can increase their positive perception.

In the third type, they state that new vocabulary can help them in understanding the contents of reading text. Students also feel satisfied with the matching vocabulary. It helps them in understanding the vocabulary on the text and gaining their confidence in reading the text. In the fourth type, most of them state that they always do scanning and skimming activities before the class begins. They state that these activities really help them to get the overall meaning and the precise detail of the text. Although there are a small number of students feel burdened todo this activity. Most of them still find it beneficial because of the advantages they receive from these activities.

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