

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. 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 critical skills and competencies in the field of education, 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.

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 the reading material by stimulating their prior knowledges throughout the reading session (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 study focuses on learners' perception on the pre-reading activities in Reading for Gist Class STBA LIA. According to Hedgcock & Ferris (2009) there are several types of pre-reading activities:

a. Getting Ready to Read

One of activities before reading that prepares learners 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.

Three studies have been conducted to investigate learners' perceptions of activities before reading. The first one was conducted by Ekaningrum & Prambandari (2015). The main aim of this study is to discover pre-reading

activities that are usually carried out in Reading 2 course of the English Language Education Program at Sanata Dharma University. The researchers also find out the learners' perception on pre-reading activities used by the lecturer. The findings show that there several types of pre-reading: brainstorming activity, pre-teaching vocabulary activity, pre-questioning activity, the KWL (Know What Learned) strategy, and visual aids activity. 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. It is intended to make the objective of reading and the reading process more obvious and efficient. Activities using KWL and visual aids are carried out together. The inclusion of exercises before reading in Reading II Class was viewed well by learners as they benefited greatly in comprehending materials.

The second previous study was written by Putri, Ghufon, & Matin (2018). The objective was to learn about the utilization of activity prior to reading in teaching reading, as well as the teacher and students' perspectives on the instruction. They obtain data in a qualitative approach by using document analysis, observations, interviews, and questionnaires. The findings describe the actions of implementing activities before reading in teaching reading by providing eight different activities, such as focusing students' attention, questioning activity, headings activity, nonprinting material activity, stopper words activity, setting purpose activity, purpose and strategies activity, and question and answer activity. All of those are adequate since they can prepare individuals to face the reading process.

The third previous study by Azizifar, Roshani, Gowhari, & Jamalinesari (2015) tried to compare the learners' capacity to comprehend the text before and after implementing two different kinds of activities before reading and explored the learners' perceptions of the application of those activities. The research tool consisted of pre-and post-tests. The investigation with the two pre-reading exercises lasted five weeks, with two meetings each week. The result was analyzed statistically. It was discovered that participants have done much better in the post-test after implementing the two pre-reading exercises. at a significant level of .05. When the outcomes of the two pre-reading activities were examined, it was discovered that the group that received guessing meaning from pre-reading questions coped better than their counterpart who received vocabulary definitions. at .05. It was also discovered that both groups were pleased with the activities they participated in.

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 are 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 at STBA LIA. Their perceptions of 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 activities before reading they participate in.