

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

Somadayo has stated reading is an interactive activity for picking as well as the understand of the meaning and meanings contained in the material. Reading activities are active and interactive.⁸ Readers should be able to follow the author's mind and critical style in the challenge through knowledge in order to respond by approving or disapproving the author's idea or ideas. Reading can be defined as a four-step process by William. The four categories are interconnected and are as follows:⁹

- a. Word perception, or it's the ability to interpret a point
- b. Comprehension, which is the ability to deduce meaning from words
- c. Reaction, in which the reader engages in both analytically and emotionally.
- d. Integration, which entails taking in information while keeping one's personal history in mind.

Based on statements above, reading as the process of deriving meaning or thinking about written symbols. As they anticipate meaning based on what has been read, the reader's comprehension skill, knowledge, language context,

⁸ Muhsyanur, *Membaca "Suatu Keterampilan Berbahasa Repsetif"* (Buginese Art-Yogyakarta, 2011), 12.

⁹ <https://www.ukessays.com/essays/languages/definition-of-reading.php> , Published June 19, 2017

mindsets, and reasoning abilities affect their ability to identify and comprehend written symbols. So, reading has important role for every individual. Teaching reading should be taught in a way that makes learning meaningful.

1. Teaching of Reading

The teaching process is a series of actions which is carried out in order to achieve the understanding of the target language. Keller has stated that teaching approach supports his idea of importance, and that the usefulness of the knowledge being taught often overlaps concept power.¹⁰

Nunan explained that there are two important aspects to teaching reading. The first category includes students who are just beginning to learn to read. Meanwhile, the second thing to remember is teaching reading to students who already know how to read in their native language.¹¹

Based on statements above, teaching English necessitates the learners' ability to use the language in daily experiences, whether in the classroom learning process or in formal communication. For students learning a second language, learning English may be enjoyable. In this case, English teachers should be well-prepared in the classroom. It is important for teachers to build a positive learning environment and keep students from being bored. Teaching should be taught in a way that makes learning meaningful.

¹⁰ Lisa Bomia, et. al., *The Impact of Teaching Strategies on Intrinsic Motivation* (EDRS, 1997), 19.

¹¹ David Nunan, *Practical English Language Teaching First Edition* (America, New York: McGraw-Hill Companies, 2003), 68.

B. Reading Comprehension

Reading comprehension is one of the most complex behaviors in which humans engage. Reading theorists have grappled with how to comprehensively and meaningfully portray reading comprehension and many different theoretical models have been proposed in recent decades.¹²

Reading comprehension can be defined as the process of comprehending the meaning of a text or sentence. Reading comprehension can also be viewed as one of the necessary skills for EFL teachers to resolve difficulties in comprehending texts and assignments that must be completed effectively, rapidly, precisely, and skillfully.¹³

Taglieber has identified three significant problems that obstruct the reader's comprehending, such as a lack of vocabulary, difficulty in using sign language for meaning, a lack of conceptual understanding. So, she argued pre-reading strategy may help in resolving these problems by pictorial context, pre-questioning, and pre-teaching vocabulary.¹⁴

Based on the statements above, reading comprehension is the method of comprehending the content of all the texts read in order to deduce the meaning found therein. Some students have the problems in comprehending the reading

¹² Amy M. Elleman and Eric L. Oslund, "Reading Comprehension Research: Implications for Practice and Policy", *Policy Insights from the Behavioral and Brain Sciences*, Vol. 6 (1) (2019), 4.

¹³ Rasheed, *The Effect of using Scaffolding Strategies on EFL*, 98.

¹⁴ Mino Alemi & Saman Ebadi, "The Effects of Pre-reading Activities on ESP Reading Comprehension", *Journal of Language Teaching and Research*, Vol. 1, No. 5, (September, 2010), 571.

material. Furthermore, that teachers play an important role in developing students' reading comprehension skills because the teacher has direct control over the progress of students' reading comprehension in the classroom.

C. Pre-Reading Strategy

It is necessary to read efficiently in order to achieve the aim of reading. According to Rahman, successful reading requires the ability to read correctly, effectively, and comprehend as much of the passage as possible in order to achieve the goals. He may use the following reading techniques to achieve one reading goal: survey reading, skimming, scanning, and pre-reading.¹⁵ In general, pre-reading strategies improve students' understanding of texts by activating prior knowledge.¹⁶

From Vacca and Vacca, pre-reading activities include activities and discussions prior to reading that help students minimize their anxiety about the texts. Students' context awareness can be enabled by pre-reading activities. According to Nunan, the readers' history information involves all interactions gained and carried to the reading texts. Pre-reading activities assist students in connecting their prior knowledge to the new information contained in the text.

¹⁵ Christine E. Charter, *Mindscapes- Critical Reading Skills and Strategies* (Wadsworth Publishing, 2010), 25.

¹⁶ Hana S.S Al-Rasheed, "Examining the Effectiveness of Pre-reading Strategies on Saudi EFL College Students' Reading Comprehension", Vol 7, NO. 11, (July-October, 2014), 88

In the pre-reading stage of the reading classroom, teachers play an important role in providing successful guidance.¹⁷

One of the strategies that will be applied is pre-reading strategy. Pre-reading strategy to be one of the strategies to understand the material. Pre-reading is a strategy used by a reader to enhance comprehension and recall before starting to read the material. Pre-reading activities have been referred to as instruments teachers can use in the classroom to active students' context knowledge. It can be conducted that pre-reading is very successful because it allows a reader to provide basic information about the organization and quality of the material.

1. Strategies in Teaching Reading Comprehension

According to some experts, there are several strategies that can be used in teaching reading comprehension:¹⁸

a. Pre-Reading Strategies

Brainstorming is one of the most common activities in pre-reading strategies. Brainstorming is a technique for generating a large number of thoughts about a certain subject. Students are asked to call out vocabulary, knowledge, and experience that are important to the text, as well as relevant language and an expectation meaning, in this

¹⁷ Vindy Cahya Ekaningrum & Carla Sih Prabandari, "Students' Perception on Pre-reading Activities in Basic Reading II Class of the English Language Education Study Program", *LLT JOURNAL*, VOL. 18 NO. 2, 134.

¹⁸ Nurman Antoni, "Exploring EFL Teachers' Strategies in Teaching Reading Comprehension", *Jurnal Penelitian Pendidikan*, Vol. 11, No. 2, (October 2010), 41

activity. Beside it, sequencing pictures is the next activity that can be used. It is an activity in which students are asked to make an image that relates to the text and offer important background information in order to create a sense of expectation. It is also critical for teachers to explain new vocabulary with students at this point, as this will aid their comprehension of the material. When students struggle with unfamiliar words, the teacher can encourage them to use a dictionary.

b. While-Reading Strategies

A teacher can develop appropriate strategies to assist students in comprehending the text throughout this reading stage. There are two types of reading aloud: reading aloud to students and reading aloud by students. Reading aloud to students can be used to introduce students to popular culture and to challenge literature, while reading aloud by students can develop class cohesion and encourage students about the book. Silent reading is the next activity that the teacher can initiate at this point. Because it focuses on gaining meaning from print, Anderson said that silent reading is largely used in reading comprehension.

c. Post-Reading Strategies

A teacher's main responsibility at this stage is to evaluate students' understanding of certain assignments as recommended by an online publication. Teachers can engage in tasks such as scanning

questions, summarizing, determining the learner's goal, and following up in this situation.

2. The Goals of Pre-Reading

Pre-reading helps students prepare for the content, focus, organization, and difficulty level of difficult comprehension material. The aim of pre-reading is to provide students with an outline of the subject, book, or story that will be read so that they can create mental models to help them pattern new material. Activities to build awareness and focus, explore keywords, create links and context information, and set reading goals can all be used in prereading.¹⁹

According to Sari, there are several points that describe the primary goal of pre-reading activities:²⁰

- a. Evaluate students' prior knowledge of the subject and the text's linguistic content.
- b. Provide students with context information that is needed for text comprehension, or enable the students' current knowledge.
- c. Explain any cultural details that may be needed in order to understand the passage.
- d. Inform students about the type of text they will be reading and why they will be reading it.
- e. Allow for group or team work as well as class discussion events.

¹⁹ Judy Willis, M.D, *Teaching the Brain to Read* (USA: ASCD, 2008), 131.

²⁰Jamilah, *The Effect of Pre-Reading.....*, 11

The goals of the pre-reading level are to trigger or develop students' awareness of the subject, to provide any language preparation which may be required for dealing with the passage, and to inspire students to want to read the text. The primary aim of the pre-reading stage is to determine how the students' prior knowledge and experience influence their understanding of the subject. The teacher uses a pre-reading strategy to assist the student in comprehending the text.

D. Pre-reading Strategies in Teaching Reading Comprehension

Hedge has stated that teachers can choose from a range of activity types and mix them together. Pre-reading strategies can be applied in teaching reading comprehension in a variety of ways:²¹

a. Brainstorming

Students must mention terms and ideas that have connections with the teacher's keyword during the brainstorming activity. "This may take the form of giving the class a specific key word or key term, or it may be a newspaper headline or book title," Wallace, writes. Brainstorming has three benefits. They require little teacher training, give learners a lot of leeway to bring their own prior experience and opinions to bear on a specific application, and can include the entire class.²²

b. Pre-teaching vocabulary

²¹ Ekaniangrum, *Students' Perception on Pre-reading Activities*, 135.

²² Catherine Wallace, *Critical Reading in Language Education* (Palgrave Macmillan, 2003), 91.

Students benefit from pre-teaching vocabulary in order to improve their reading comprehension. Pre-teaching vocabulary, according to Mihara, will help students deal with foreign words or phrases that can obstruct their comprehension. Armbruster and Osborn found a connection between vocabulary mastery and reading comprehension. Students would have a greater understanding of the text if they have a clear command of the text's vocabulary. Beck, Omanson, and McKeown has indicated when major concepts are introduced prior to reading, both skilled and less skilled readers gain; in fact, less skilled readers performed just as well as competent readers from the control group who did not receive any previous knowledge activation.²³ The access, instrumental, and knowledge impacts of vocabulary knowledge, as well as prior knowledge activation, have been related to pre-teaching vocabulary. Pre-taught vocabulary allows students to comprehend a text with more difficult words.

c. Pre-questioning

Giving questions about the text is another pre-reading practice that can be used before reading. "Some pre-reading activities simply consist of questions to which the reader is expected to find answers from the text," writes Ajideh. In addition to having pre-questions, the instructor will ask students to come up with their own questions about the reading text.

²³ Leslie Scott Cowell, "Pre-teaching Vocabulary to Improve Comprehension of a Narrative Text. Educational Research and Evaluation", (A Dissertation, Auburn University, 2012), p. 20.

“Teaching students to create their own questions about content to be read is one of the main instructional goals of prereading preparation,” Vacca and Vacca write.

d. Visual aids

Pre-reading activities that include visual materials may aid students in triggering or expanding their context knowledge. According to Navarro, visuals play a significant role in the creation of schema for English language learners. Pictures, images, and other types of media may be used. “Pictures and other visual material will trigger a student's prior knowledge,” according to Porter.

e. Conceptual related reading

Giving the students multiple texts on the same subject can also help them activate their context knowledge and develop their frame of reference. According to Vacca and Vacca, using multiple texts is a technique for developing multiple viewpoints and context information for idea growth. There are many resources available to assist students in developing ideas from what they learn. There are a number of textbooks, popular books, pamphlets, and magazines available.

f. Previews

Students need a frame of reference to grasp new material, so previews help them do that. Vacca and Vacca discuss several steps in creating a preview. To pique students' attention, the teacher should make a

series of short statements and ask one or more questions, creating a link between a common subject and the story's theme, and encouraging students to consciously concentrate on the theme. Teachers should also include a plot summary of the story that contains main points (without signaling the resolution or outcome of the plot). Furthermore, within the framework of the preview passage, the teachers will identify a number of main words.

According to Sulistyono, pre-reading activities include surveying, skimming, scanning, phrase reading, attentive or careful reading, brainstorming and brain patterning, the before-and-after matrix, and the K-W-L approach.²⁴ Surveying, skimming, scanning, phrase reading, and careful reading are all techniques that can be used to improve your reading skills.

a. Surveying

Assign the following steps to the students:

- 1) Look at the title, headings, diagrams, and images.
- 2) Pay attention to the first and last paragraphs, as well as the topic sentences.

b. Skimming

Assign the following steps to the students:

- 1) To gain an overall sense of the text, skim through it quickly.
- 2) Pay attention to the first and last paragraphs, as well as the topic sentences should be read.

²⁴ Wijaya, *Pre-Reading Activities for.....*, 136.

c. Scanning

Assign the following steps to the students: look for specific information, such as a date or the definition of a word.

d. Phrase Reading

Assign the following steps to the students:

- 1) Don't read every single word.
- 2) Look up the meanings of a group of words.

e. Careful Reading

Assign the following steps to the students:

- 1) Make a list of the text's challenging words, idioms, or parts of the texts.
- 2) Also, highlight difficult words, phrases, or passages in the text.