

CHAPTER II

LITERATURE REVIEW

This part describes about the description of some pertinent ideas, The previous Related finding, Conceptual framework, Variable and Operational Definition.

2.1 Some Relevant ideas

In this part, some relevant ideas that explain about the concept of the variable on the research.

2.1.1 General Concept of Reading

2.1.1.1 Definition of reading

According to Dalman (2014), reading is a cognitive process aimed at extracting information from written text. It involves not only recognizing letters, words, or sentences but also understanding meaningful symbols to fully grasp the writer's intended message. Nurhadi (2016) describes reading as a critical and creative process where readers analyze and evaluate a text to gain comprehensive understanding, considering its values, purpose, and impact. Widyastuti (2017) emphasizes that reading engages both auditory and visual senses. It begins in early childhood when children interact with books, using language as a key tool for expressing their needs and desires.

Reading serves as a tool for acquiring language, facilitating communication, and sharing information and ideas. It involves a dynamic interaction between the reader and the text, shaped by the reader's prior

knowledge, experiences, attitudes, and cultural context. Effective reading requires comprehension, not just decoding words. However, based on the writer's experience in teaching practice, many students still face significant challenges in reading, particularly in understanding and retaining information.

One common issue is that students struggle to identify the main ideas of a text. Moreover, rapid reading does not guarantee good comprehension. It is crucial to adjust reading speed based on the purpose of reading. To address these challenges, various techniques can make reading lessons more engaging, one of which is pre-questioning. This strategy helps spark students' interest and motivation by encouraging them to predict the content of a text before reading it fully. Understanding and applying pre-questioning can significantly enhance students' reading comprehension by fostering a deeper engagement with the text.

Based on the above explanation, reading is an activity to analyzing, interpreting is done to obtain the message in a reading that would like delivered by the author in writing media.

2.1.1.2 The Importance of Reading

Reading is an essential skill for everyone, especially students. According to Mickulecky & Jeffries (2004), reading plays a crucial role in improving students' overall English language abilities. It helps them think in English, expand their vocabulary, enhance their writing, and acquire new ideas, facts, and experiences. As a result, reading is considered a valuable tool for deepening students' understanding of the English language.

Harmer (2003) emphasizes that reading is one of the receptive language skills. The four language skills; listening, speaking, reading, and writing are interconnected. The ability to read in English is vital for comprehending textbooks and for students who advance to higher levels of education, such as senior high school and university, where understanding English-language books becomes necessary.

In teaching reading skills, several challenges must be addressed. One major issue is reading comprehension, which involves difficulties related to background knowledge, cultural understanding, and familiarity with text types. Background knowledge refers to students' prior knowledge or their understanding of the world. Without this knowledge, students may struggle to understand a text because they cannot relate it to their existing information. Moreover, cultural differences can hinder comprehension, as unfamiliar cultural contexts, vocabulary, and content can make it difficult for students to grasp the meaning of the text. Finally, insufficient knowledge of different text types, such as newspaper articles, fairy tales, or business letters, can create confusion. If students are not familiar with the structure and purpose of a particular text, they may have trouble understanding it. As Alderson (2002) noted, students can better comprehend a text when they are familiar with the format.

2.1.2 General Concept of Reading Comprehension

2.1.2.1 Definition of Reading Comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as foreign language. Reading

comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting (Weaver). The most detailed one, Snow et al. defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They classify that comprehension entails three elements. They are the reader (considering with capacities, abilities, knowledge and experiences that a person brings to the act of reading), the text (including printer text or electronic text) and the activity (considering the purposes, process and consequences associated with the act of reading).

Reading with comprehension is variously defined by both practice and theory. Reading comprehension is sometimes defined by comprehension test. If a test says it measures comprehension, whatever that test happens to measure become what comprehension is supposed to entail. Sanchez states reading comprehension is emphasizing both what the author had written and readers' ability to use their background knowledge and thinking ability to make sense of text. It can be said that reading comprehension not only "read" the text directly, but also get something from the text. From the explanation above, the researcher concluded that reading comprehension is the ability to read text, the process to understand the meaning and writer. The reader just does not read but know how to comprehend the text.

2.1.2.2 Factors Influencing Comprehension

Total program of reading instruction; the child's own personality, motivation, and habits; and his out-of-school environment all influence his development of reading comprehension. Adverse effects may come from overemphasis on word recognition, overemphasis on oral reading, and insufficient experiential background for a reading selection. All but one of these factors involve concentrating the reader's attention on matters other than "meaning" in the reading process. Reading rate also may have some influence on comprehension. Good reading comprehension requires a flexible reading rate. There is no verification from research that readers with a fast reading rate comprehend less well than readers with slower rates. Fast reading simply saves time, and the proficient reader will use the rate demanded by the occasion.

The purpose for which a reader reads has a great deal of influence on comprehension. Smith (1967) listed various appropriate and motivating purposes for reading: (1) enjoyment, (2) intellectual demands, (3) utilitarian purposes, (4) socioeconomic demands, (5) vocational or avocational interest, (6) personal social needs, (7) problem solving, and (8) spiritual or religious needs or personal stimulation.

2.1.2.3 Technique For Teaching Reading

There are five techniques for teaching reading that can be used in the classroom. Alice has developed five stage plan for reading instruction that can be used in the classroom. They are:

1. Pre teaching/preparation stage. This important first stage helps students develop skills in anticipation and prediction for the reading of graphic material.
2. Skimming/scanning stage. Both of these stages are distinct processes involving, as we saw earlier, getting the gist (skimming) and locating specific information (scanning).
3. Deciding/intensive reading stage. This stage is most necessary when students are “learning to read” rather than “reading to learn”. Decoding involves guessing from content the meaning of unknown word phrases and may be needed at the word, intra-sentential or discourse level.
4. Comprehension stage. In this stage, comprehension checks of various sorts are made to determine if students have achieved their reading purposes.
5. Transferable/integrating skills. In this final stage of teaching reading. Philips maintains that exercise should be used to help students go beyond the confines of the specific passage to enhance reading skills and effective reading strategies.

2.1.3 The Concept of Pre Reading Plan (Prep) Technique

2.1.3.1 Definition of Pre Reading Plan (Prep) Technique

There are a variety of educational methods known as "pre-reading tactics" that are aimed at helping students understand the content of a text without having to decode the meaning of unfamiliar words. As a result, using pre-reading tactics makes it easier to follow up with what's being said in a passage. The pre-reading tactics help EFL learners develop vocabulary fluency and instantly decipher the

meaning of unfamiliar words. Using pre-reading practices, students learn to make the connection between vocabulary and understanding. Teaching reading is a difficult task because of the difficulty of the reading process. Teacher-created materials are essential if reading sessions are to be more effective. There are a variety of pre-reading activities that can help students prepare for their reading experience, such as making connections between passage content and student vocabulary. As a result, students can use this as a learning tool. It was proposed by Taglieber et al. (1988) that the three pre-reading strategies (pictorial context, vocabulary pre-teaching, and pre-questioning) be used to help EFL students overcome the three most common barriers to reading comprehension. An inability to interpret meaning from verbal signals is one of the most common problems, followed closely by a dearth of vocabulary and a lack of conceptual understanding. Unfamiliar words or phrases can hinder students' understanding. In order to solve this problem, pre-teaching vocabulary may be necessary. Aside from forgetting previous textual knowledge, students also have a hard time predicting the outcome of future events. Students may be able to guess what will happen in a story by looking at images and pre-questioning before they even begin reading.

Pre-reading tactics will be the subject of the researcher's discussion of pre-reading methods. As a result, the researcher will examine three pre-reading strategies:

1. Pre-teaching new vocabularies

Teaching new vocabulary in the context of an existing vocabulary is an important part of pre-teaching new words, according to Brown (2004). Furthermore, students' limited vocabulary means that words they don't understand can impede their ability to follow along. According to Mihara (2011), pre-teaching new vocabulary may help alleviate this problem.

Knowledge of pre-taught vocabulary has been found to have access, instrumental and knowledge impacts as well as activation of previously learned knowledge. Reading passages with more difficult words is easier for students who have been taught vocabulary. An experiment in which simple words were used for the control group and complicated synonyms were used in place of those simple terms was attended by (Kameenui et al., 1998). According to their findings, both students who were pre-taught complex vocabulary and those who were given simple vocabulary improved equally as a result of the pre-teaching. Simplicity increases when familiar terms are replaced by more complex or unfamiliar synonyms in a passage. To better understand a passage, it helps to familiarize yourself with the unfamiliar terms it contains (Kameenui et al., 1998). This types of instruction also". provides both contextual and definitional data regarding the words to be learned in addition to various exposures and chances to apply them" (Blachowicz et al., 2006). It is helpful for students to receive a brief summary of the passage prior to

reading it, so that they can use their prior knowledge to engage more effectively with the text.

2. Pictorial context

One or more images concerning a passage's subject are shown before reading the text in order to provide context. This study made use of graphics because they have been shown to boost readers' enjoyment and interest in books. In addition, it was designed to convey textual concepts, illustrate the central idea, and give textual data. According to Hudson and Nuttal (1982) found that to schema and dual coding theory, some academics feel that visuals can improve text comprehension.

3. Pre-reading questioning

According to Brown (2001), pre-questioning is an essential part of interactive learning. Inquisitive questions provide students the freedom to experiment with language construction without having to take any risks themselves.

- a. Students are terrified of starting a conversation or raising a topic for debate.
- b. Teachers' questions can set off a chain reaction of student interaction.
- c. Teachers use questions to provide students direct feedback on their comprehension.
- d. Inquiries from teachers give students the opportunity to express their thoughts about a topic. They can discover their thoughts and reactions as they are forced to answer inquiries, such as reading. This process of

self-discovery is particularly beneficial as a warm-up before reading (Brown, 2001).

Pre-questioning is defined by Brown (2001) as the act of generating questions based on the content of a text even before reading it. According to him, pre-questioning helps pupils become more engaged and motivated while also stimulating their memory and other cognitive functions. Consequently, pre-questioning is a great way to activate the schemata and forecast what will be found in the reading text.

2.1.3.2 Steps of Pre-Reading strategies

Reading is a multi-step process, according to McWhorter (2010), which includes actions prior to reading, during reading, and after reading. Here is a partial list of some of the skills that you'll need.

1. Before reading:

- (a) Identifying the topic of the material,
- (b) Determining how the material is organized,
- (c) Determining what you need to remember from the material, and
- (d) Defining your objective for reading.

During reading:

- (a) Identifying what is significant,
- (b) Determining how major concepts are supported,
- (c) Identifying patterns of thought,
- (d) Drawing connections among ideas,

- (e) Anticipating what will happen next, and
 - (f) Relating ideas to what you already know.
2. During and after reading:
 - (a) Identifying the author's aim for writing;
 - (b) Analyzing the writer's method and language;
 - (c) Evaluating the writer's competence or authority;
 - (d) Posing critical inquiries; and
 - (e) Evaluating the nature and sorts of supporting evidences..

3. The Advantage of Pre-Reading Strategies

Based on the thesis entitled “Exploring Pre-Reading Techniques in EFL Students” In IAIN Nurjati (2013) there are several advantage of pre-reading:

- a. Pre-reading strategies improve students' comprehension
- b. Pre-reading exercises encourage students to ask questions and make educated assumptions about the story.
- c. Pre-reading strategies increase students' interest in reading.
- d. Pre-reading procedures improve students' comprehension of the text.
- e. Pre-reading tactics assist students uncover prior information to connect with the story.
- f. Pre-reading strategies make students read more quickly.
- g. Pre-reading practices accelerate students' reading.

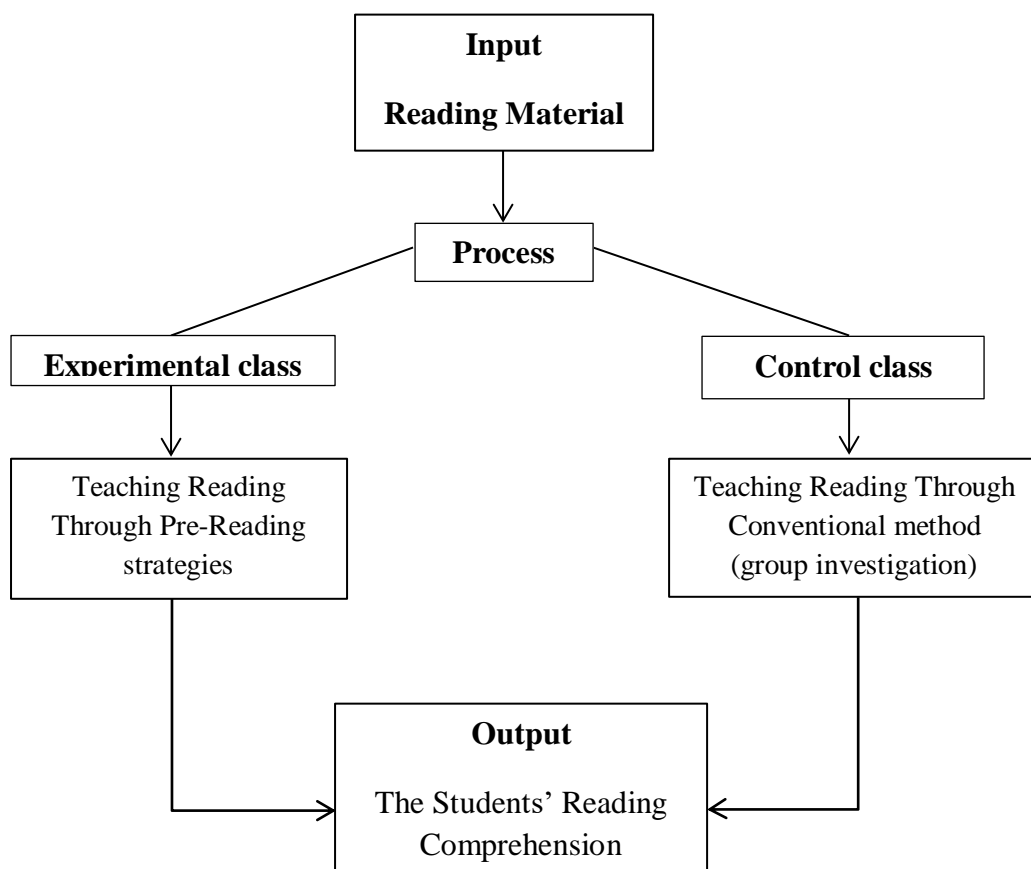
4. The Disadvantage of Pre Reading Strategies

According to Shanahan (2017), students' problem in Pre-Reading Strategies includes:

- a. They take too much time away from reading.
- b. They're boring.
- c. They focus on the wrong information.
- d. They can ruin the reading experience.
- e. They are rarely purposeful.

2.2 Conceptual Framework

The conceptual framework below shows that the researcher implemented a Pre-Reading Plan Strategy as a treatment in teaching reading comprehension.



Picture 1: Conceptual Framework

The conceptual framework of the researcher can classify into three parts or variable as follow:

1. Input : refers to the material that is spoiled.
2. Process : this variable refers to activities English language and implementing Prep Technique.
3. Output : this variable refers to result student achievement

2.3 Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, furthermore the hypothesis need the research process to examine the data. Based on previous related literature and problem statement above, the researcher forward hypothesis as follows:

2.3.1. Hypothesis Null (Ho)

There is no a significant of PReP Technique to improve reading comprehension at the second semester students of Muhammadiyah University Of Bengkulu.

2.3.2. Alternative Hypothesis (Ha)

There is a significant of PReP Technique to improve reading comprehension at the second semester students of Muhammadiyah University Of Bengkulu.

2.4 Previous Research Study

Darantinao (2018), titled "Pre-reading Strategies and the Academic Performance of Students in Science at Rachinee Burana School, Nakhonpathom,

Thailand," was published. The study indicated that the one-way ANOVA result indicated that pre-reading strategies differ significantly when grouped as to perusal, reiterating, and summarizing with a t-value of 3.07, whereas the t-test results indicated that there was no significant difference between the profile of respondents and the pre-reading strategies used and between the academic performance of the students and the type of class (smart/regular class). With an r-value of 0.581 and a T-value of 6.385, there was a significant difference between the performance of students and the pre-reading strategies used in the perusal category. Results indicated that pre-reading strategies in the categories of restating and summarizing have no significant relationship with students' academic performance. It is strongly recommended that teachers incorporate pre-reading strategies into their lesson planning.

According to Rustika (2019) in the article titled "The Implementation of Pre-reading Strategy in Improving Reading Comprehension Abilities of Tenth Graders," there are two major findings from the study. First, the teaching and learning process was well-executed because the students' reading comprehension ability as measured by the reading comprehension test improved as a result of post-teaching and learning reflection. The increase reached 13.23 points. Second, the majority of students enjoy the use of pre-reading strategies to enhance reading comprehension. Approximately 97% of students agreed that they could comprehend the passage better after completing vocabulary matching exercises and pre-reading comprehension questions. Additionally, 91% of students said they could be more motivated to read a new story. The implementation of a pre-reading

strategy may also improve students' reading comprehension, encourage participation in classroom activities, and inspire students to investigate new passages. Conclusion: the implementation of a pre-reading strategy improves the tenth-grade students' reading comprehension at SMAN 1 Singosari. Therefore, this strategy can be used as a resource by another educator to assist students in enhancing their reading comprehension.

Lailiyah et al (2019). With title: "The Effect of Pre-Reading Strategies on EFL Students' Reading Comprehension." Students who were exposed to pre-reading procedures demonstrated considerably higher reading achievement than those who did not receive any intervention.

This study, titled "The Effectiveness of Pre-Reading Plan (Prep) Technique in Improving the Students' Reading Comprehension on Narrative Text" by Sholihah (2020), demonstrates that pre-reading plan (Prep) strategy has a substantial impact on students' reading comprehension in narrative texts. In the significance table, it can be observed that for $df = 38$ and significance levels of 5 percent and 1 percent, the significance degree values are 2.02 and 2.71. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected since $2.02 < 5.43 > 2.71$. Therefore, teaching reading through pre-reading strategies can improve students' reading comprehension.

The findings of the study titled "The Use of Pre-Reading Tactics in Teaching Reading Comprehension" by Febrianti (2022) revealed that teachers employ several pre-reading strategies, such as brainstorming, pre-teaching vocabulary, pre-questioning, and previews. Some pupils struggle with reading

comprehension due to a deficient vocabulary. Therefore, the instructor utilized pre-teaching words to expand the pupils' vocabulary. In addition, some individuals struggle to implement the pre-reading method known as pre-questioning. Pre-questioning appears to be the most challenging for Junior High School students to implement. In contrast, other types can aid pupils in identifying a text's topic sentence.

From the research above, there are similarities with the research that will be carried out by researchers, namely research related that pre-reading strategies improve students' ability in reading comprehension. The difference with the others are the research subject and methodology (research design) and the researcher focuses to improve students' reading comprehension with pre-reading strategies by second semester students' at Muhammadiyah University of Bengkulu. Then, the researcher was interested in exploring the effectiveness of pre-reading strategies to improve students' reading comprehension at Muhammadiyah University of Bengkulu.