CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Reading

In acquiring English, the students have to be able to master the four basic languages of English which consists of speaking, listening, reading and writing. From those four basic skills, reading is considered as the main important skill. It has received more attention than any other aspects of education. In junior high school, the students have to be able to communicate in daily life either in the spoken or written language. ¹⁶

a. Definition of Reading

Reading has different definition based on different people. According to Menyan and Leeuw as quoted by Zainuddin stated that reading is a digestive process and it has two principles, they are learning by understanding, which means selecting, discriminating and organizing.¹⁷

In addition, Depdiknas stated that reading in wide meaning is a process of formulate the text in critical and creative way that is aimed to get comprehension about the text, the value, the function, and the impact of the

Depdiknas, Kurikulum 2006: Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah, (Jakarta: Depdiknas, 2006), p. 277

¹⁷ Zainuddin, The Use of Group Work in Teaching Reading for The First Year Students of MAN Pamekasan (Unpublished S-1 Thesis. Surabaya: English Departement, IAIN Sunan Ampel, 2009), p. 9

text itself, and also to get message and information that is hand-over by the researcher through written form.¹⁸

However, reading is a way of living many lives in one. Through reading, the reader extends his/her knowledge far beyond the boundaries of his own limited experience. Reading means achieving meaning. It is a process in which meaning builds up as the concepts aroused by the printed words become organized into larger and more comprehensive ideas. Not only are intellectual meanings involved; feelings of considerable intensity may be aroused and emotional attitudes may be profoundly altered through reading. 19

Reading provides vicarious, or substitute, experience. Through reading new words and ideas are learned; concept are enlarged and clarified; information is digested and combined with what was known before. Then, reading is a way or learning, changing and developing. Whereas, according to Harris reading involves sensing, perceiving, achieving meaning, and reacting in a variety of ways; and through reading much important learning takes place.²⁰

²⁰ Ibid., p. 12

Depdiknas, Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah (Jakarta: Depdiknas, 2003), p. 10

Albert J. Harris, Effective Teaching of Reading, op.cit. p. 8-10

In reading comprehension skills, Dalman and Deboer stated that there are two classifications in specific reading skills. Firstly, according to the reader's purpose and secondly to the structure or length of reading unit.²¹

- 1. Skills are classified based on the purpose of the reader:
 - a. Reading to find main idea
 - b. Reading to select significant details
 - c. Reading to answer questions
 - d. Reading to summarize and organize
 - e. Reading to arrive at generalization
- 2. Skills are classified base on the structure of length of reading unit.
 - a. Understanding phrase meanings
 - b. Understanding sentence meanings
 - c. Understanding paragraph meanings
 - d. Understanding of longer selection

Finally, reading is a very complex process in which the recognition and comprehension of written symbols are influenced by the perceptual skills, the word analysis skills, the experience, the language background, the mind set and the reasoning ability of reader, as he anticipates meaning on the basis of

²¹ Martha Dallman and John J. Deboer, *The Teaching of Reading*, Holt Rinehart Winston, 1974, p. 183-184

what he has just read.²² The teacher of reading wants his students to be able to read, so he or she needs to use reading effectively as a learning tool, and to enjoy and appreciate reading. Therefore, the teacher must be creative and chooses the ways of learning to make students interested in and enjoy reading.

The Importance of Reading

In general, there are several reasons why reading is viewed as important in daily life.

- a) Reading will help to achieve some clear aim or information.²³ It means that reading is a way to get information.
- b) Reading is needed for career, for study purposes, or simply for pleasure.²⁴ Some people read novel, poems, magazine and others for pleasure, teacher or lecture reads a book to improve his knowledge and reads newspaper to get information whereas student reads a book in order to pass an exam.
- c) Being able to read can make it possible for a person to find places he/she has never visited before (read newspaper, magazine, internet, or book). He/she also can take advantages for bargains through advertisements.

Furthermore, reading is not only important in general but also for language teaching. Reading is useful for language acquisition.²⁵ It can help to improve

p. 7

Murcia-Marianne Celce, op.cit., p. 187

Jeremy Harmer, How To Teach English, (Longman: Pearson Education Limited, 2007), p. 99

²² Albert J. Harris, How To Increase Reading Ability, (New York: David McKay Company, Inc, 1962).

students' English ability. In addition, reading is also required to cope with other subject areas in school. Therefore, reading is very important not only in school but also in social life.

The Types of Reading

According to Harras et al, there are two types of reading; they are intensive reading and extensive reading.²⁶

a) **Extensive Reading**

Extensive reading refers to reading which students do often (but not exclusively) away from the classroom.²⁷ Especially, where students are reading material written specially at their level, has a number of benefits for development of a student's language for example reading many books (or longer segments or text) without a focus on classroom exercise that may test comprehension skills.²⁸ This type will make students more positive about reading, improve their comprehension and give them a wider knowledge of vocabulary.

²⁶ Zainuddin, op.cit., p. 11
²⁷ Jeremy Harmer, *How To Teach English*, loc. cit

²⁸ David Nunan, Language Teaching Methodology, A Text Book For Teacher (UK: Prentice Hall International, Inc, 1991), p. 72

Richard Day and Bamford agree that the goals for 'extensive reading' are enabling students to read without constantly stopping and providing increased word recognition.²⁹

Extensive reading means that reading activity is done in large way. In extensive reading, the reader read a text without an emphasis on analysis of word and grammatical point. Pleasure reading is often extensive reading. This is giving students chance to choose what they want to read. Extensive reading sometimes helps students get away from their tendency to look up words they don't know and read for understanding.

b) Intensive Reading

Intensive reading here means an activity of reading in class where the students read passage with the help of their teacher. In this reading activity, the role of teacher as a guide to bring his students to be efficient and skillful reader is very obvious.³⁰ Therefore, lesson should be planed so the intensive silent reading is alternated with variety of reading related activities.

Intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. The aim is to

²⁹ Jeremy Harmer, The Practice Of English Language Teaching, (Longman: Pearson Education Limited, 2001). p. 204

³⁰ H. Douglas Brown, Language Assessment Principles and Classroom Practices, (United States: Pearson Education, Inc, 2004), p. 189

arrive at an understanding, not only of 'what' the text means, but 'how' the meaning is produced.³¹

In addition, intensive reading refers to the detailed focus on the construction reading texts which takes place usually (but not always) in classrooms.³² The student should be encouraged to read intensively outside of class that is to spend a half hour in the evening with something he chooses to read (a magazine, short story, or text). The major objective of intensive reading is developing the students' ability to decode message by drawing on syntactic and lexical cues, and it also emphasizes on skill recognition.³³

2. Teaching Reading

a. The Principle of Teaching Reading

According to Harmer, there are some principles in teaching reading:³⁴

a. Encourage students to read as often and much as possible.

The more students read the better. Everything teachers do should encourage them to read. It is good idea to discuss this principle with student.

34 Ibid., p. 101

³¹ Christine Nuttall, Teaching Reading Skills in a Foreign Language, (UK: Macmillan Publishers Limited, 1996), p. 38

³² Jeremy Harmer. How To Teach English, op. cit., p. 100

Zainuddin, The Use of Group Work in Teaching Reading for The First Year Students of MAN Pamekasan, op. cit., p. 30

b. Students need to be engaged with what they are reading.

When student are reading, they should be involved in joyful reading. During the lesson the teacher will do the test to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

c. Encourage students to respond the content of a text.

It means students explore their feeling about the text not just concentrate on its construction. Because it is important for students to study reading text in class in order to find out such things as the way they use language. As a result, teacher must give students a chance to respond to that message in same way. It is important that students should be allowed to show their feeling about the topic.

d. Prediction is major in reading.

Students frequently have good idea of the content before we actually start reading. Book cover give us a clues, the book cover, the headline, the web page banner, their brain starts predicting what we are going to read. Expectation is set up and the active process of reading is ready to begin. In teaching reading process, teacher should give students 'hint'. So that students also have a chance to predict what is coming.

e. Match the task to the topic.

Teacher needs to choose good reading tasks the right kind of questions, appropriate activities before, during and after reading and useful study exploitation etc.

f. Good teachers exploit reading text to the full,

Good teachers integrate the reading text into interesting lesson sequences, uses the topic for discussion and further task, using the language for study and then activation and using a range of activities to bring the text to life.

b. The Role of Technique In Teaching Reading

A teacher is an important person in teaching learning process, because the teacher also determines whether their students to be good reader or not. Therefore, the teacher should be able to establish the students to be engaged and interested in reading activities.

According to Smith, there are five roles in the technique of teaching reading. They are as follow:³⁵

> Helping Students To Read

It means that a teacher facilities and promotes the admission for every student into the class activities. The classroom should be a place for

³⁵ Insiyah, op.cit., p. 19

meaningful and useful reading activities where all students should participate maximally.

Thus, the teacher must help the students to read by making reading easy. So, the teacher creates learning to read to be easy by which it means that the teacher makes reading meaningful and enjoyable.

Providing A Chance To Learn

The students should be given an opportunity to read by themselves. They get their first chance to overcome some problems through reading text, so that they can develop a little proficiency in reading. By providing a chance to read, the students start reading independently and develop their confidence or being able to manage alone.

> Teaching Letters and Words

It is known that the difficult thing in studying English is to remember the words and letters. Thus, the students do not learn to rote all the letters of alphabet in order. It is more efficient by studying lists of dozen new words at a time or by doing exercise gradually. By their technique, the students will be easier to memorize the new words.

Discouraging The Guess

The teacher should be able to increase the students' motivation to read critically by predicting and identifying unfamiliar words where the students comprehend the reading material.

> Creating Interesting and Meaningful Reading Activities

The teacher can try to ensure that the students often have an opportunity to read and hear the stories having an intrinsic appeal to which they will voluntarily pay attention. Therefore, teaching reading is not simply emphasized on the book's instructions. But it also can employ the other sources to forward a significant activity in some ways, for instance; newspaper, magazines, poster, blogs, notice, maps, direction signs, etc. thus, the teacher should offer a chance to students to use or make sense of the materials themselves based on their interest.

c. Problems in Understanding Text

According to Nuttal, there are some elements that make readers find problem in understanding text:³⁶

1) The Code/Alphabetic Symbols

The reader will find the difficulty in neither understanding the text, because he is not familiar with the text. So it entails the perquisite to get satisfactory communication that is researcher and reader should shape the same code.

2) Vocabulary and Sentence Structure

It goes without saying that sizeable vocabulary is crucial to success in reading. It is possible to get researcher's message without

³⁶ Francoise Grellet, Developing Reading Skill: A Practical Guide To Reading Comprehension Exercises, (Cambridge: Cambridge University Press, 1981), p. 3

understanding every words of the text. When the sentence is not understood although the vocabulary is known, it is often because long and difficult to unrevealed syntactically, syntactic complexity coupled with unfamiliar vocabulary doubles the problem.

Cohesive devices and discourse markers

Understanding cohesive devices is very useful to get the message of the text. The reader, who does not know a pronoun refers to, or who cannot supply the full version of an elliptical sentence, will not be able to be able to establish the significance sentence. A particular kind of devices cohesive is discourse markers, such as however, although, furthermore, and namely. These words are extremely useful signals to the readers. They can help the reader to establish the signification to mark the functional value of a sentence and tell the reader what the researcher intends to it.

4) Problem beyond the plain sense

Problem beyond the plain sense includes reader's background knowledge about the world. A reader who wants to understand the plain sense of each sentence may still be unable to make sense of the text as a whole. It is because he lacks the background knowledge of the text.

5) The concepts

A concept is part of the message that the text express. The concept may become problem for a reader in understanding a text.

d. Factors Affecting Reading Skill

The success and the failure in comprehending the written text are determined by a lot of factors which affect reading comprehension. However, they can be classified into two major factors namely, the characteristic of the material and the characteristic of the reader. The first consists of the concept being presented in the text, technical vocabulary, special meaning for word and unfamiliar structure. And, the second deals with the reader's decoding skill and the reader's attitude.

Whereas, there are some factors influencing students' reading skill as

Anggraeni had mentioned as follow: 37

a. Language Mastery

Since reading material plays the important role in increasing students reading skill, the teacher should select material that is suitable for the level and the condition of the students. Reading material should be appropriate to the students' comprehension and not to be difficult for them.

b. Vocabulary

Vocabulary is the key to understand a reading material. If students find many words in reading material that are difficult and the words that are unknown can not be guessed easily. Even though the students are allowed

³⁷ Dian Fitria Anggraeni, Teaching Vocabulary through Folktails to The Second Year Students of SMPN I Bojonegoro, (Surabaya: Unpublished S-1 Thesis. Unesa, 2005), p. 25

to open the dictionary, it is still so hard for students to comprehend the text.

c. Motivation

Whatever we think of the teaching method used or the reason for language learning, the teacher and the students in this case have a number of things on their side: they were motivated, they really wanted to learn and they have powerful reasons for doing so including, of course, a fear failure.³⁸

Motivation is some kind of internal drive, which pushes someone to do things in order to achieve something. As Brown points out, a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement.³⁹

3. Pre-reading activities

Pre-reading activities should be an essential practice in every English classroom. Pre-reading is an activity that can help to prepare student before they read the text and to familiarize students with the text they are about to read. Pre-reading means that the students' should spent some time to introduce a topic, encouraging skimming, questioning, predicting, using picture and activating

³⁹ H. Douglas Brown, Language Assessment. Principles and Classroom Practice, (USA: Pearson Education. Inc, 2004), p. 160-166

³⁸ Carter Ronald and Michael Mc. Carty, *Vocabulary and Language Teaching* (UK. United; Longman Group, 1988), p.8

schema.⁴⁰ Then, the teacher could motivate the students' by providing interesting text. The teacher has to create a positive attitude in the students' mind toward the text which is going to be read. Therefore, they can understand what the researcher is going to communicate on the text

In addition, the purpose of pre-reading is to build or activate background knowledge. Pre-reading activities can provide a forum to elicit from students their feelings and reactions to ideas and issues contained in a reading selection before confronting those issues in the text. Such activities allow students to examine their own beliefs, enhance understanding and appreciation of events in the book or decisions made by characters and encourage aesthetic responses to literature. Pre-reading activities serve to set purposes for reading, arouse students' curiosity, and motivate them to read.⁴¹

The goals of the pre-reading stage are to activate (or build, if necessary) the students' knowledge of the subject, to provide any language preparation that might be needed for coping with the passage, and finally to motivate the learners who want to read the text.⁴² If a student doesn't have any prior experiences or knowledge connected to the reading material, the text will be harder to understand and the vocabulary will be foreign.

http://www.suite101.com/content/improving-esl-reading-skills-a13325, accessed on September 28, 2010

http://www.uiowa.edu/~amreads/teaching_resources/prereading/index.html, accessed on October 1, 2010

⁴² Fraida Dubin, et al., Reading By All Means: Reading Improvement Strategies for English Language Learners, (USA: Addison-Wesley Publishing Company, Inc. 1991), p. 202

According to Abbot, there are four reasons for using pre-reading activities include:⁴³

- To give chances to students to focus their attention to the content of the reading text.
- 2. To give the students opportunities to consolidate their experiences so that they can connect theirs with the content of the reading text.
- 3. To enhance the students' skill in predicting.
- 4. To develop the students' interest toward the content of the reading text.

 However, the aims of pre-reading activities are:⁴⁴
- a. Stimulate what students already know about topic
- b. Provide them with background information that need before they read.
- c. Help them with words and phrases they will need to know.
- d. Relating prior knowledge to new information (creating a bridge between known and unknown) to enhance comprehension.
- e. Creating interest and ignite curiosity which stimulates discussion on the topic, and
- f. Creating possibilities for integrating reading and writing instruction.

Robinson suggested some activities in pre-reading. The techniques are called readiness techniques. In this technique, he offers eight ways to do pre-reading activity:⁴⁵

44 http://www.amphi.com/~llafaye/lesson2/tpreread.html, accessed on October 1, 2010

⁴³ Paul Knight, Learning And Teaching English, (New York: Oxford University Press, 2006), p. 75

1) Focusing attention

To focus the students' attention, the teacher could ask the students to look at the bulk.

2) Questions

The teacher may ask several questions to the students about the topic they are going to discuss. The purpose is to introduce the topic.

3) Headings

The teacher could write the title on the board. It is to attack the students' attention.

4) Nonprinting material

The teacher uses a media like a picture, a concrete object or a film.

5) Stopper words

The teacher explains the key utterances that are too difficult for the students.

6) Setting purpose

The teacher establishes purposes for reading such as reading to find out the main idea of the text.

7) Purposes and strategies

The teacher helps the students to analyze the questions and plot out their reading strategies in relation to particular questions.

⁴⁵ Robinson, Teaching Reading and Study Strategies: The Content Areas, (USA, Allyn and Bacon, Inc. 1997), p.

8) Question and answer

Students also need be helped in analyzing in the questions to the kinds of answer expected.

a. Prediction

Prediction is important because it activates schemata: that is, it calls into mind any experiences and associated knowledge that we already have about the topic of the text. If the relevant schemata are activated, ready for use, the reader can understand the text more easily. Prediction can begin with the title. Prediction also helps us to make sense of sentences; even the first word sets up expectancies of what the next word will be, and as the sentence develops, our ability to predict what comes next often increases. 46

This activity asks students to skim titles and subtitles for clues to how the text is organized. It is using knowledge of the subject matter to make predictions about the content, vocabulary and check comprehension; using knowledge of the text type and purpose to make prediction about discourse structure; using knowledge about the author to make predicting about writing style, vocabulary and content.⁴⁷

Read the first line of each paragraph and try to predict a title or theme for each one is activities that can make student easier to comprehend the text they

⁴⁶ Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, (UK: Macmillan Publishers Limited, 1996), p. 13

read. The other activities are predicting what the text is about according to the external text features: the picture, the title in bold, the subtitle, the headings, and the type of the text. 48

However, prediction activities draw attention to the organization of the text and to identification of potential themes direction the author may take. 49

b. KWLH Technique

According to Ogle "it is a group instruction activity that serves as a model of active thinking during reading". 50 Furthermore, the KWLH technique is a good method to help the students activate prior knowledge.

K-stands for helping students brainstorm what they KNOW about the subject

W-stands for helping students determine what they WANT to learn.

L-stands for helping students identify what they LEARN as they read H-stands for HOW we can learn more about the topic.

Students complete the categories section at the bottom of the graphic organizer by asking them what each statement in the "L" section (What we learned) describes. They use these categories and the information in the "H" section (How can we learn more) to learn more about the topic. Students can also

⁴⁸ http://www.suite101.com/content/improving-esl-reading-skills-a13325, accessed on 28 september,

⁴⁹ Jonathan Anderson, Efficient Reading a Practical Guide (Australia: Hoogbin Poole, Inc, 1969). P.

⁵⁰ Dona Ogle, Technique for Teaching Reading Effectively, 1986. p. 14

use the categories to create additional graphic organizers. They can use the organizers to review and write about what they have learned. They fill in what they learned after they have read the text.⁵¹

KWL encourage students to focus on recalling "Known" information about the topic they are about to study. Teachers are also able to gain information to determine what students 'Want' to learn on this topic and have a means to identify what is "Learn" as a result of their reading. 52

c. Pre-Questioning

Questioning is an important teacher verbal behavior.⁵³ Through questions teachers find out what students know and are thinking, stimulate them to think and help them structure and change their thinking. Since reading is cognitive process and is not observable, asking questions is one of the major ways that teachers can probe for children's effectiveness as readers. Question is an evaluation tool and provides ways of guiding, directing, and focusing the mental activities involved in reading. Question can be a focusing, expanding vocabulary and developing all levels of comprehension, including critical and creative reading.

⁵¹ Nico Bustomi, "The Implementation of KWL Strategy in Teaching Reading Narrative Text to the Ninth Grade". (Surabaya: Unpublished S-1 Thesis. UNESA, 2010), p. 23

⁵² Dona Ogle, Technique for Teaching Reading Effectively., op.cit. p. 16

⁵³ J. Estill Alexander, Teaching Reading, (California: Foresman and Company, 1988), p. 217

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question.⁵⁴ Appropriate questioning can fulfill a number of different functions, such as:

- 1. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.
- Teacher question can serve to initiate a chain reaction of students' interaction among themselves.
- 3. Teacher questions giving immediate feedback about students' comprehension.
- 4. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. This selfdiscovery can be especially useful for a pre-reading activity.

Based on Brown's explanation of display questions, schema theory and students' background knowledge explanation. He also defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text. The questioning is aimed at stimulating students' curiosity about a passage to be read.

⁵⁴ Brown, H Douglas. *Teaching by Principles*. (San Francisco: Addison Wesley Longman, Inc. 2001) P. 169

activating prior knowledge, leading the students to anticipate and elaborate what they read and focusing attention on important information.⁵⁵

Students can comprehend text more easily if they have a clear idea about what kind information they can expect to encounter. Questioning is useful tools for helping readers examine their own values, attitudes, opinions or related experiences before they interact with the text. ⁵⁶ It means that the teacher may ask several questions to the students about the topic they are going to discuss. The purpose is to introduce the topic. In pre-reading, teacher may ask questions that relate the material to previous experiences of students. Such question will often call for speculation and guesses about the reading selection. Teacher should also encourage students to ask their questions and express their curiosity. The teacher can also help students develop their own questions which will help them establish purpose and focus attention. Getting students to answer questions is one way for the teacher to get some access to what is going on in their minds.

According to Harmer, there are some kinds of pre-questioning, they are: Prequestioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for

⁵⁶ J. Estill Alexander, *Teaching Reading*, op. cit., p. 220

⁵⁵ Bogi Natalius Chaeriazah, "The Effects Of Pre-questioning On The Reading Comprehension Achievement To Senior High School" (Surabaya: Unpublished S-1 Thesis. UNESA, 2011), p. 23

general comprehension, and pre-questioning before reading for detail comprehension.⁵⁷

Teachers use questions before and after reading to achieve a number of purposes:⁵⁸

- 1) To motivate and arouse interest,
- 2) To give the children reasons for further reading,
- 3) To assess and develop background experiences, concepts and information,
- 4) To improve comprehension,
- 5) To help vocabulary development,
- 6) To review and reinforce concepts and information,
- 7) To serve as a basis for deciding whether or not children should read particular selections,
- 8) To help students to determine the most appropriate reading rate, and
- 9) To aid in memory.

d. Pre-Reading Vocabulary

Vocabulary is a key to becoming a good reader. The more vocabulary students know the easier it will be for them to read and understand what they

⁵⁷ Jeremy Harmer, *The Practice Of English Language Teaching*, (Longman: Pearson Education Limited, 1985). p. 153

⁵⁸ J. Estill Alexander, Teaching Reading, op. cit., p. 225

read. The more understanding a student has the more likely he/she is to become a lifelong learner.⁵⁹

Pre-reading vocabulary instruction improved students' comprehension of their texts and helped them retain the concepts that were taught. The teacher can lists on the board all the information that comes to mind as students read the title. Unfamiliar key words need to be taught to students before reading so that new words, background information, and comprehension can improve together. As the students call out their ideas, they will be using vocabulary related to the topic, bringing past experiences to the front of their minds and listening to the other ideas; it is another way of sharing thoughts. ⁶⁰

Vocabulary knowledge is significantly related to reading comprehension, decoding, spelling, and school achievement. Knowing key words before reading helps comprehension and learning. Add words students probably already understand to connect relationships between what is known and the unknown. Therefore, teacher should share information with students. Students may know the concept of finding something, but do not know the word find. The teacher should help students to write these words on the board and review with the class. Provide a list of key vocabulary terms from the reading selection. Have the

59 http://www.yabookscentral.net/cfusion/index.cfm?fuseAction=guides.guide&guide_id=138&book_i
 d=5580, accessed on April 24, 2011
 http://departments.weber.edu/teachall/reading/prereading.html, accessed on October 1, 2010

www.ciera.org/library/presos/2002/2002csi/2002csicarlisle/02csijcv.pdf, accessed on April 24, 2011

students write their own definitions, use the words in sentences, provide synonyms for the words or draw pictures of the words.

Teachers can have students create pre-reading vocabulary lists when new material is introduced in the classroom or during prescribed reading times during class. However, even the students are interested in the subject matter of the reading text given, they will lose interest if they find out the vocabulary is too difficult. ⁶² Therefore, before asking the students to read the text, the teacher has to establish their vocabulary knowledge. The teacher can use anticipating both content and form activity to train new vocabulary or to recall their vocabulary knowledge. In addition, the teacher can also use illustration, demonstration, synonym and definition to establish the vocabulary.

e. Using Picture

In pre-reading stage, picture are used to attract the students so that they having interest in reading, then after that it will builds a background knowledge for the student. It supports by Kinder that pictures are not used just for interest or recreation but also enriched experience, clarified meaning, extended vocabulary, greater use of imagination and curiosity and new information. By using picture we can enrich experience which can use for background knowledge for students.

62 http://www.brighthub.com/education/k-12/articles/60825.aspx, accessed on May 5, 2011

B. Previous Study

The research that relates to the researcher's study has been done by Bogi Natalius Chaeriazah with his research paper entitled "The Effects of Prequestioning on the Reading Comprehension Achievement", in this thesis, he also used one of pre-reading activities that are pre-questioning in teaching reading. After implementing pre-questioning, the researcher got the result that research was success and there is significant and effect in students' reading achievement. Here the researcher tried and practiced this types to know the effectiveness of pre-questioning technique in teaching reading. And finally the researcher found that pre-questioning gives the contribution towards students' reading ability. The researcher suggest that in reading teaching reading, the teacher should build a favorable atmosphere at times of teaching learning process conducted, because of conductive condition in teaching would become one way to carry out the material to be taught. 63

The second research that relates to the researcher's study has been done by Ervin Kurniawati with her research paper entitled "The Implementation of KWL Strategy in Teaching Reading for Senior High School". Related to her research, she used KWL strategy to master reading skill for the student at Senior High School. The result of teaching reading using KWL Strategy is satisfactory. She found that the students are mostly active and well motivated. After doing the

⁶³ Bogi Natalius Chaeriazah, "The Effects Of Pre-questioning On The Reading Comprehension Achievement To Senior High School" (Surabaya: Unpublished S-1 Thesis. UNESA, 2011)

analysis of the implementation of KWL strategy in teaching reading for senior high school, the researcher could conclude that in using KWL strategy in teaching learning process, the teacher always give some clues first, so that the students are able to know what they are going to read. Besides, it also can motivate the students and attract the students' interest in reading. During reading the students discuss with other about the text, so that the students can understand the materials easily and participate actively in the teaching learning process. It also make the situation of reading class would be lively and avoid the students boredom. Finally, the KWL strategy could be recommended as on alternative strategy in teaching reading. Because it helps the students are able to understand the text.⁶⁴

The third research is conducted by Nico Bustomi with his research paper entitled "The Implementation of KWL Strategy in Teaching Reading Narrative Text". In his research, he focused on the implementation of teaching reading in narrative text by using KWL strategy. He describes some drawbacks the implementation of the approach. The reader can get conclusion from his research that the implementation of KWL in teaching learning process could encourage the students to be more active in teaching learning process of reading. Besides, the researcher found that the students' had good responses toward the implementation of the strategy. Moreover, the researcher found that the students' abilities in

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⁶⁴ Ervin Kurniawati, "The Implementation of KWL Strategy in Teaching Reading for Senior High School" (Surabaya: Unpublished S-1 Thesis. UNESA, 2010)

students' abilities in reading comprehension of narrative more increasing based on their score that they achieved in the first cycle, second cycle and also the third cycle. 65

The difference between these researches from previous research is that in this research the researcher tries to emphasize on the process of teaching reading through three types of pre-reading activities. They are: pre-questioning, vocabulary and prediction. Moreover, the researcher want to know which types of these types that consider most effective in teaching reading. While the previous research focused on the following result: First research, focuses on the implementation of pre-questioning in teaching reading. Second research, focuses on the implementation of KWL strategy in teaching reading and the third research, focuses on the implementation of KWL strategy in teaching reading especially in narrative reading text.

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⁶⁵ Nico Bustomi, "The Implementation of KWL Strategy in Teaching Reading Narrative Text to the Ninth Grade". (Surabaya: Unpublished S-1 Thesis. UNESA, 2010)