

## CHAPTER II

### LITERATUR REVIEW

This chapter describes the theoretical background of the researcher. It contains the nature of perception, definition of perception, the importance of perception, the process of perception, part of reading lesson, types of reading skill, pre-reading, definition of pre-reading, goals of pre-reading, effectiveness.

#### **2.1 Theoretical Framework**

Advanced Organizers derive their name from the fact that students use the organizers before the learning process. A discussion of the author or creator of the text can be helpful. Students should identify the origins of the text (date, historical context, and background information about the author.) This strategy provides students with suggestions for previewing different media formats or several texts on the same topic or by the same author, in order to read strategically. Students explicitly examine different aspects of a reading's "framework" or organization (i.e. title, captions, visuals, notations, table of contents, author's notes, etc.) in order to engage them in reading it.

The Frayer Model of Vocabulary Development helps students attain new vocabulary and concepts essential for understanding a reading by having them complete a chart with the definition, characteristics, examples and non-examples of the term to learn. The Questions Only strategy helps students become more reflective readers by asking them to generate only questions – not answers – about the primary source they are analyzing. Questions can be focused to

provide answers to the lesson's investigative question or focused to develop increasing insightful questions using Bloom's Taxonomy.

Literacy is the combination of reading, writing, and speech and how they relate to our everyday lives. Literacy is a social practice. According to Larson and Marsh (2005), teachers need to recognize literacy as a social practice and understand the role language plays in literacy learning and use. Children learn literacy when they are immersed in literate societies. Learning and development are interrelated from the child's very first day of life (Vygotsky, 1978). Literacy starts when children are first born; they acquire and learn from their parents. Teachers should use the prior knowledge of the students to promote emphasis on activities that facilitate both oral and written discourse in the classroom.

### **2.1.1 Definition of perception**

Perception generally consists of an observation on certain situation or environment. It can be a mental image, concept or awareness of the environment's elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension. This general definition can be understood as someone's ability to see, to hear, to feel and to present or to understand what they fell about their environment their social life physically, and mentally.

Perception is the organization, identification, and interpretation of sensory information to represent and understand the environment. All

perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organs.

Also, what is perception and importance? Perception is the awareness of something through the senses. In other words it is the ability to see, hear, understand or be aware of something. Perception is the sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about the properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment. Perception includes the five senses; touch, sight, sound, smell, and taste. It also includes what is known as perception, a set of senses involving the ability to detect changes in body positions and movements. It also involves the cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar scent. In order to see the impact of perception, it can be helpful to look at how the process works. This varies somewhat for every sense.

### **2.1.2 The Nature of perception**

Perception is the study of how sensory information is processed into perceptual experiences. In some cases, actions are guided by sensory information processed outside of awareness, and such cases will be discussed later. There are five primary senses, each with unique sensory inputs, structures, and mechanisms underlying its function.

Altman (1985) describes perception as the way stimuli are selected and grouped, so they can be meaningfully interpreted. It is a person's view of reality. Kreitner and Kinicki (1992) states perception as a mental and cognitive process that enables people to interpret and understand the surroundings. Another, Mozkowitz and Orgel (1969) agree that perception is a global response to a stimulus or a set of stimuli. From those definitions perception is viewed as the response to stimulus or to surroundings.

Then, these responses will be interpreted as meaningful information about stimuli. Warga (1983) and Mahmud (1990) states that perceptions are based on past experience and supporting this idea defines perception as the act of interpreting information which has been kept in human brain. The researcher uses teacher's written feedback as the past experience, in which the stimulus will be brought to the receptors. Then, the receptors will bring the stimulus to the brain to be processed. Cook (1994) remarks that perception is the selection, organization and interpretation of sensory data. Further, Kreitner (1989) adds that perception will lead to the change of attitude, motivation and behavior. In conclusion, perception may create this outcome within individuals.

Perception management is one of the propaganda methods that is mostly used to bring masses to the desired point. The main purpose is to enable individuals to reach the desired result with their own will by influencing their emotions, motives, and goals. It can be referred to by different names such as psychological operation, soft power, perception management, public relations, public diplomacy and even marketing. From its definition it can be said that

perception management is one of the persuasion techniques. It would not be wrong to call these persuasion methods “manipulation”. No matter how mitigated the terminology is used, the result is always the same: To convince a group of people.

There are some rules to be followed in perception management. For the correct perception management technique, it is necessary to pay attention to some issues such as adapting to the values of the target audience, paying attention to the culture of the target audience, taking an approach above expectations, being lean and focusing on the result. Perception management tries to fully control people by manipulating the media.

It is mostly believed that people tend to be more interested and openminded when it comes to the visuals and voices those they are seeing and hearing rather than what they have learned or read on a book. As a result, media have huge coverage here, most of the visuals and voices directly come from it therefore it can be easier to manipulate people through media. Perception management makes an effort for people to learn the “desired” thing at a higher level.

Perception is epistemologically a central problem in the theory of knowledge. In our roots, all our empirical knowledge is based on how we see, hear, touch, smell and taste the world around us (O'Brien, 2004). While Lawrance treats perception as "the mental interpretation of physical sensations produced by stimuli from the outside world" Based on the definitions, the concept of perception can be evaluated as the process of interpreting and

conceptualizing the stimuli received by the sensory organs and renaming the data obtained by the sensory organs. Perception is the whole of the physical, neurological and cognitive processes that begins with sensory stimuli reaching the sensory receptors and pass through the recognition, realization, grasp, perception and definition of the perceived sensation. Perception is a witness of what is happening around a person.

### **2.1.3 The important of perception**

The perception of students in learning is also important in the learning process because by knowing how the opinion of a student in the learning process can be very helpful in finding strategies, methods, styles as a solution in problems faced by students during the learning process, so students feel comfortable and happy when learning. Nichols (2007) states that perception is the faculty through which we form conceptions and beliefs about physical bodies in our environment through the use of our sense organ. Perception is very important in understanding human behavior because every person perceives the world and approaches life problems differently.

Whatever we see or feel is not necessarily the same as it really is. When we buy something, it is not because it is the best, but because we take it to be the best. Students learn better when they perceive the learning environment that student perceptions are an important determinant of student behaviour and an understanding of these perceptions can be more useful in explaining their behaviour than the well-intentioned inferences sometimes made by teachers.

Perception is very important in understanding human behavior because every person perceives the world and approaches life problems differently. With the help of perception, the needs of various people can be determined, because people's perception is influenced by their needs. To measure stakeholders' perceptions of the learning community because perception does shape reality. Your school improvement plan reflects perception data. Perception data is used to effect changes in the learning environment. Perception is also known to help in the molding of a person's characters and attitude.

Due to experience, a person can perceive the emotions he or she felt at the time to know other emotions or characteristics such as love, hate, and kindness. Other things about perception include the definition of happiness for what someone feels for another. Perception means the action of perceiving. Perception is "awareness of something which related to previous knowledge". Through the perception process produce the meaningful experiences of the world which basis of the reality and attitude. Information collected through organsenses, which help to preserve the natural environment and artificial things and action have been done according to this that helpful to discover new things and phenomena.

When we make our thinking abilities to connect to the world some sources of energies are involved that influence our thoughts. They can be good or bad energy sources. These sources are important in giving information to fulfill our ambitions. The art of perception will make it easy for us to use this energy. We can perceive things like light in the visible spectrum, infra red

radiation, and movement of air, presence of some chemicals, pain, and movement of our body. The visual information is obtained by the perception of retina, occipital lobe, thalamus and visual information being divided by right and left hemispheres. The visual perception aids in detecting edges, colors, identifying object features, recognizing the ground figure and objects in space and so on. People have misunderstandings or problems among themselves only when they have some confusion in certain facts and opinion.

If the person is able to differentiate between facts and opinions, the misunderstandings will be removed. Perception of matters will play major role in improving our future than the facts or visual happenings. This does not mean that facts are not real and they do not exist. It means that proper perception of the real situation is more important than the situation by itself. It is very difficult to accept that, perception of reality is important. But, failing to accept this might result in problems and misunderstandings.

Perception will enable a person to grasp the issues or circumstances or situations far higher than the objective approach. Perception is important because it makes the person to visualize something and create a separate realistic idea which is logically linked with the past experiences. That is the reason for many people starting to interpret differently by looking at one thing simultaneously.

#### 2.1.4 Part of reading lesson

In contemporary practice, a reading lesson is usually divided into three parts, the pre- reading, while reading, and post reading stages, each of which has its own particular aims and procedure. The purpose of this lesson is to gain familiarity with the parts of a reading lesson. There are many different ways that reading can be taught. There are many factors that affect what parts to teach within any given lesson. This lesson is important because it is the start of the build of lesson plan will be writing later in this course. Focus on the main parts of reading strategy and then get into the more specific activities that can be used within a lesson. Here is not to choose what parts you will use in every lesson you teach but instead to have knowledge of all that is available to use within the reading strategy.

Pre-Reading stage is used to mobilize existing knowledge. Pre-reading strategies allow students to think about what they already know about a given topic and predict what they will read or hear. Before students read any text, teachers can direct their attention to how a text is organized, teach unfamiliar vocabulary or other concepts, search for the main idea, and provide students with a purpose for reading or listening. Most importantly, teachers can use pre-reading strategies to increase students' interest in a text. Teacher can do various things in pre-reading stage, such as picture, movies, discussion or word-association activities.

While-reading is a stage, or group of stages frequently found in lessons that aim at helping students develop receptive skills, such as reading, Focuses on

more general aspects of the text, such as genre, target audience, intention of the writer, context, main points etc. It usually requires learners to read the text only once and doesn't require them to focus on specific pieces of information or words. Stage is done to help students to understand the specific content and to perceive the rhetorical structure of the text.

The next stage is post-reading. Post-Reading stage has done to review the content of the text. Post-reading is going back through the pre-reading to fill in gaps from the reading and to evaluate or analyze the text to improve comprehension and recall. The means of post-reading stage is usually a writing assignment, but other techniques are available, including discussions, debates, or project work.

Phonics is the process of mapping the sounds in words to written letters. This is one of the earliest reading skills children should develop, because it introduces them to the link between letters and sounds, known as the alphabetic principle. A lack of phonics instruction in early childhood can lead to reading difficulties further down the track. It's important that children can grasp the concept that printed text represents the sounds of spoken words.

Fluency, There is a range of different skills that build reading fluency in young children. These include strong phonic decoding skills, an expanding bank of high frequency words recognised at sight, and the amount of time that children spend reading books at an appropriate level. The more children read, the better they are at understanding and reading with speed and accuracy.

Fluency enables readers to quickly span the gap between recognising a word and understanding its meaning. Since fluent readers no longer need to concentrate on decoding the words on a page, they can enjoy the freedom of focusing on the meaning conveyed by words and sentences. Fluency is something that comes as a child develops their phonemic awareness, phonics skills and vocabulary. Regular reading practice is essential to developing reading fluency. It's also helpful to note that by reading aloud regularly to your child, you can provide them with a vocal model to help them understand what fluent reading sounds like.

### **2.1.5 Type of reading skill**

There are four easily identifiable skills in reading: skimming, scanning, intensive reading, and extensive reading.

#### **a. Skimming**

This technique helps you pull specific information out of a text instead of just getting a general idea. A way to skim a text for specific information is to scan the document for a key-word and only read the parts surrounding that key-word. This technique helps you boil away the useless parts of an article fairly quickly and helps you get the gist of a piece of work quickly. Example of this type is when you read newspaper and quickly to get the general news of the day. Another example is when you read magazine and quickly discover which articles you would like to read in more details.

Skimming was frowned upon as a form of cheating because you were not fully reading the text word for word. The ironic thing is that while it was frowned upon to do this, skimming is a very useful pre-reading strategy that requires attention and focus. Skim for important information such as headings and any information that is highlighted or pulled out of the main text, as they are often keys to focus on.

Reading is an important activity to enrich knowledge. However, it is considered as a difficult skill to learn. There are many students facing difficulties in comprehending the content of the reading text, including descriptive text. A strategy which can solve such problems is needed. Skimming strategy is the strategy which enables students to quickly find the main idea and relevant information of the text. Glancing rapidly through a text to determine its general content, e.g. quickly glancing through an article to see if it interests him.

Being able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to possess. Skimming enables people to select content that they want to read and to discard, which is inconsequential for their purposes. Skimming permits people to gain a general idea about material when that is their purpose, rather than to read all material in detail.

Skimming is a strategic, selective reading method in which you focus on the main ideas of a text. When skimming, deliberately skip text that provides details, stories, data, or other elaboration. Instead of closely reading every word, focus on the introduction, chapter summaries, first and last sentences of

paragraphs, bold words, and text features. Skimming is extracting the essence of the author's main messages rather than the finer points. Skimming as a form of previewing can help you better comprehend what student read. Knowing when and how to skim will help you become a more efficient, strategic reader, student become better at determining.

English is important to be learnt. It becomes the first foreign language taught at school and included in the curriculum. One of the subjects that is examined in the national examination test is English. Because of this, students have to prepare their English skill. To master English, students have to be able to grasp four language skills consisting of writing, listening, speaking and reading. This research will focus on reading skill. Reading is an important activity to enrich knowledge. According to the the main competence of curriculum 2013 for eighth grade students, it is stated that students are expected to be able to comprehend and implement their knowledge (factual, conceptual and procedural) based on their curiosity on knowledge, technology, art, culture related with the phenomena and concrete event. It means that students are nowadays demanded to frequently read many kinds of information text. They are also demanded to think critically and creatively. They have to be able to implement their knowledge of what they have learnt into their daily life.

Skimming is a worthy technique for students' reading comprehension. Skimming technique is reading process which focuses on how to decide the main idea of the text (Brown, 2004). The skimming technique can be applied for both short functional text and extensive text. By using the skimming technique,

the students are expected to learn how to predict the topic of the text they have read. The students also know the text type/genre, the writer's perspective and the aim of the text. Abdelrahman & Bsarah (2014) also conducted research in Jordan. They found significant effect of speed reading strategies on developing reading comprehension. This research was conducted only on the second secondary literary male students. It was held in Al-Ashrafieh secondary school for boys. There were 21 students chosen randomly. Citing Dyon & Haselgrove (2000), Abdelrahman & Bsarah (2014) informs that the time movement used in the process of skimming and scanning technique could gain the best comprehension. Scanning and skimming often completed with several types of question. The comprehension could be caught after reading both a normal and fast reading speed.

Skimming is also an efficient way to refresh student memory of large amounts of material before an exam. Skimming a text that student have already read helps them recall content and structure. According to the theories and previous studies mentioned above, skimming is very beneficial technique for students' reading comprehension ability. This technique will provide them how to comprehend text, find out the most important information of the text, and search main idea or other supporting data. Skimming is also used to enable the students' how to comprehend some types of reading genre including academic reading.

Skimming is the strategy which focuses on how to decide the main idea of the text. By using skimming strategy, it is expected that students will be able

to predict the topic of the text, the genre and the writers' perspective. There are several steps to do for skimming. The strategies are reading the first several paragraphs, leaving out material, finding the main ideas and reading fast. The activities in the control class and experimental class were different. In the control class, the teacher did not explain the skimming strategy as what experimental class did. In short, the students of experimental class had information about skimming strategy. They were trained to quickly find the clue words of the text, the main idea, the topic, etc.

As result, students in the experimental class had better understanding about the skimming strategy as the fast way to answer several reading comprehension questions. The implementation of skimming strategy can improve reading comprehension ability which can be presented based on the students' test result, student's participation and observation. Pretest and posttest were held to see the significant improvement before and after the treatment. In this study, there were some formulas calculated.

There were formulas to measure the mean, the reliability, the level difficulty of test, the standard deviation and the independent t-test. The formula of mean was to see the students' average score. The reliability was to know the coefficient correlation of the whole items. The level difficulty of test was to see the criteria of question which tested. The standard deviation was to measure the spread out of the numbers. And the independent t-test was to see whether there was significance result between control and experimental class.

When to skim there are certain texts that lend themselves to skimming better than others. It is typically less beneficial to skim novels, poetry, and short stories or texts that do not have text features such as such as tables of content, chapter or section summaries, headings, bold words, pictures, and diagrams. Non-fiction texts, like textbooks, journal articles, and essays are typically full of these kinds of text features and are more suited for skimming. Skimming can also be a good tool for conducting research and writing papers. Typically, when researching or writing, you will not need to read every word of every text closely, but will benefit more from skimming while evaluating your sources or identifying information important to your work.

Finally, student knows the context. There may be some texts that student are better off reading closely and thoroughly. Some professors specifically tell that they include small details from the textbook on exams. Student may have some classes that are just difficult to understand, and student may find that reading closely helps you comprehend concepts better. Before skimming, spend some time thinking about your classes, professors, and needs to determine if you have any texts you may need to read more closely.

### **b. Scanning**

Scanning is used to get an overview of any given text. You're looking at the text as a whole. Focusing on the shape, the subject of each section, you are getting a general idea of the topics that are addressed within the body of the text. Scanning can also involve reading the first two or three sentences of each

paragraph to get a further idea of what the article is about. Example of scanning is when you read a train or airplane ticket.

Reading to locate specific information, e.g. locating a telephone number in a directory. Skimming is reading a text quickly to get a general idea of meaning. It can be contrasted with scanning, which is reading in order to find specific information, e.g. figures or names. Skimming is a specific reading skill which is common in reading newspapers, messages and e-mails. It is important that learners understand that there is no need to read every word when skimming, so often teachers set this as a timed task to encourage speed.

Being able to search through material rapidly, with given purpose in mind, in order to find a specific fact or an answer to particular question plays a large role in much of a youngster's reading. Scanning enables people to locate specific information without reading all material around it. Scanning permits people to use a variety of sources with economy.

### **c. Intensive Reading**

The meaning of intensive reading is to read with full concentration and complete focus. Intensive reading involves learners reading in detail with specific learning aims and tasks. This type of reading good for you to learn another vocabulary that you do not know.

According to Mart (2015), intensive reading allows a reader to carry out a detailed analysis inside the class, led by the teacher, in which vocabulary and grammar points are studied in a short passage. Additionally, Brown (2000) calls

intensive reading “narrow reading” because it gets students to analyze several texts about the same or different topic. The purpose of intensive reading is to focus on content and grammatical structures. Teachers can also take part in the process by means of reading aloud, asking questions, and having students predict information of texts. In this way, students get opportunities to understand the meaning of a text.

Brown (2000) says that the key to intensive reading is to give students more opportunities to be in contact with a text; in this way, the more familiar the reader is with the text, the more comprehension is promoted. Harmer (2004) asserts that reading is a kind of “springboard” that allows a person to develop the other language skills. He emphasizes that reading is placed in the core of learning; the results might be beneficial for students. Moreover, Evans, Hartshorn, and Anderson (2010) believe that reading can be beneficial if placed as the main base of learning the other language skills.

These authors also state that through reading, vocabulary and grammar are developed; consequently, the main skills are possible to be learned. Anderson’s (2008) concept of reading is important to foster reading among students because they can develop literacy if they are exposed to a variety of readings. Nonetheless, other factors (as time, availability of materials, and effective instruction) are necessary to ensure that reading comprehension takes place. Furthermore, Kuhn and Stahl (2003) establish a relationship between intensive reading activities and overall language proficiency. When readers start to read following an intensive reading approach, they can improve both grammar

and vocabulary and consequently improve the other main language skills (writing, listening, and speaking).

Reader is trying to absorb all the information given; e.g. reading dosage instruction for medicine. This means that the learner focuses on the language more than the text. The readers read in the text, focusing on the new vocabulary, grammatical forms, and the purpose of the author and the problem of the text. These activities help in improving reading skills, such as skimming and scanning a text for specific information and reading for detailed information.

Thus, it means that intensive reading helps student to focus on accuracy. In addition, while the level of topic is very appropriate to the learner, as it is chosen by the teacher, it may not meet their interests. Moreover, the benefits of intensive reading include enhancing reading comprehension, helping students by understanding sentence structure and developing critical thinking as students have to sometimes done in pair or group work.

According to Paran (2003), teachers can make use of intensive reading to maximize students' learning process going through the three phases of the reading process: pre-reading, while-reading, and post-reading. These phases search for better language preparation, analysis, and activation strategies. In addition, Paran (2003) explains that intensive reading itself is effective for developing reading skills because students in an EFL context can comprehend a text step by step and not as whole. In conclusion,

intensive reading is deemed as an effective tool for improving reading comprehension.

#### **d. Extensive Reading**

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts. Extensive Reading (ER) is an approach to second language reading. Example of this reading is when you read a novel before you go to bed or when you read magazine that interest you.

Extensive reading is proposed in enlarging good reading routines, to construct understanding of lexis and organization, and to promote a liking for reading (Jennifer, &Ponniah, 2019). It can be said that extensive reading contributes in increasing second language competence. By doing any reading activities, someone can get positive impact in their daily reading (Umar Al Faruq et al., 2020). In addition, extensive reading occasionally called reading for enjoyment, include reading long pieces of text, for example a story or an article. As you read, your consideration and interest vary; you may read some parts of the text in detail while you may skim through others (Spratt, Pulverness, & Williams, 2011).

It implies that in extensive reading reader will get any pleasure or joy in reading books. The materials in reading activities can be vary; like read any stories from novels or comic. The focus is not on the language but the content or plot of the story itself. Waring and Nation say that Extensive reading involves each learner independently and silently reading lots of material which is at the

right level for them. The reading is independent because learners differs in proficiency, reading speed, and interest, so ideally they need to read at their own level of text difficulty and at their own speed. The reading is silent because it should eventually be done at a reasonable reading (2019).

It can be summed up that extensive reading is any activities of reading any stories, articles, and others text for getting enjoyment or pleasure. There are some technique in doing reading like reading part of text while skim through others. The ways in doing reading are independently and silently. Day and Bamford explain that there are a number of investigations of extensive reading both second and foreign language setting. It shows that extensive reading program give beneficial contribution to the students. Students reading ability is increased positively in their target language. Beside that the students improve their attitude in reading, enlarge their motivation, and give some gains in English language skills, including vocabulary and writing.

In other word, extensive reading program can be implemented into diverse populations, start from young children to adult. They will get the same advantages while joining this program. There are many variation is completing extensive reading program. Furthermore, the impact of books during the program is clearly positive. Krashen in Day and Bamford says that the outcomes of implementing extensive reading approach are impressive. The benefits in this program are reading is good for learner, reading is the only way; the only way learner become a good readers. Those beneficials impact of extensive reading inspired some researchers conducting study on that field. The recent researcher

was Linuwih that show the positive effect on implementing extensive reading program in students' writing skill, in other words the extensive reading program effectively improve English Foreign Language (EFL) students' writing skill (Linuwih, 2021). Another researcher was Sakurai (2017), found positive relationship between extensive reading program towards the ability of micro skill of writing namely vocabulary, grammar, coherence and cohesion. Another positive effect of extensive reading was found by Yilmaz, it showed that the performance of writing performance and foreign language concept (FLC) of English Foreign Language students were influenced by the extensive reading program (Yilmaz et al., 2020).

According to Richard Kern in Puspita and Hasyim (2019), writing is functional communication, making students possible to create imagined worlds of their own design. In the other sentence, Writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. It can be assumed that students' imagination can be state in form of text or words. Then, it can be arranged in form of draft. Writing involves the encoding message of some kinds which is translated into ideas language (Byrne in Ardayati, 2017). It means that writing is the process of someone thinking then it is expressed in some words. Moreover, there are many ways to help students in Book Club Discussion: An Extensive Reading Program in Writing Class 115 elaborating their ideas so that they can produce good writing. It also needs the process of writing then it can be more meaningful. Writing is a process of transforming thoughts and ideas into

written form (Tarigan&Sianipar, 2014). It can be assumed that writing is not only a process of connecting words into sentences or paragraphs, but it is a series of ideas, ordered belief and thinking in the form of words and shared into sentences into form of paragraphs in which every sentences is closely related one another (Suhono et al., 2020). Finally, it can be said that writing is a process that occur over period of time based on someone thinking, feelings, and thought. They can express the ideas into a language. The process connects words into sentence and paragraph.

Extensive reading, free reading, book flood, or reading for pleasure is a way of language learning, including foreign language learning, through large amounts of reading. As well as facilitating acquisition of vocabulary, it is believed to increase motivation through positive affective benefits. It is believed that extensive reading is an important factor in education the reader deals with longer text as a whole, which requires the ability to understand the component parts and their contribution to the overall meaning, e.g. reading a newspaper article, short story or novel.

#### **2.1.6 pre-reading**

Pre-reading activities have been implemented in the school during teaching reading to make the students ready and also interest through an english text that will be given by the teacher. It can be seen from the english teacher's. Teaching reading means due to the complex nature of the reading process. Teacher has to create better materials to enhance the effectiveness of the reading

lessons.

Reading is essential for learning, from literature to physics, from paper to screens on e-readers and smart phones. Even if it is well known that learning to read implies good language skills, children also need to develop good oculomotor and visual-perception skills. Thereby, any deficits in visual processing may affect learning. The possible impact of visual deficits is rarely considered, especially with regard to eye movements and visual perception. Hence, these deficits are usually discovered much later or remain undiagnosed. The present study aimed at assessing the usefulness of visual processing related measures in the early detection of reading difficulties. Visual skill differences that are apparent early in kindergarten might provide predictive insights into risk for learning difficulties at school entry.

Although reading is rapid and automatic in skilled readers, in beginning readers it emerges only as a result of the complex and effortful interaction between perceptual/oculomotor processes and language processing (Schatschneider et al., 2004). These processes rely on children's grasp of fundamental skills, such as visual perceptual skills, spoken language skills, short-term memory and accurate eye control skills, that develop during the preschool years before the beginning of formal reading instruction (Nicolson & Fawcett, 2010) While a good deal of recent research has focused on the role of phonological skills in learning to perceive written language, little attention has been paid to the development of visual skills in prereaders or about the role that these visual skills play in early reading development.

To make teaching reading easier, teacher can motivate students by using the pre- reading stage. Pre-reading means that teacher performs activities such as relating passage contents to students' words, presenting key vocabulary prior to encountering it in texts, and noting the organization of passage so students can use it a tool for understanding.

The reading skill become important in the education world, students need to be exercised and trained in order to have a good reading skill. Reading is the receptive skill because it receives the information from printed and written text. According to salehi (2017) pre-reading activities are also motivational devices because it helpful before reading the passage. Yeeding (2007) investigated the use of pre-reading activities on learners' motivation and reading comprehension ability.

### **2.1.7 Previous Study**

Many studies on pre-reading have been done, one of which is that Gee (2001) defines literacy as the ability to control the use of both languages, and students must have a complete understanding of both. Written and spoken language in order to be proficient in literacy. Larson and Marsh (2005) explained that the individuality of students must be considered when acquiring reading skills. All have reported positive effects of pre-reading.

Furthermore, the pre-reading strategy that has been carried out by Woodcock and Vialle's (2010) research also found that direct teacher-centered learning strategies are the most suitable for students, especially those with

learning disabilities. Therefore, if existing background knowledge is the key to text comprehension, then teacher-directed pre-reading instruction is required to maximize text comprehension.

Most of the studies on the pre-reading strategy. Pre-reading refers to reading or studying before class. In other words, pre-reading shows one's readiness before class. In addition, "the main process in learning is the subsumption in which new material is linked to relevant ideas in existing cognitive structures" (Kearsley, 2000). Thus, meaningful pre-reading refers to preparation before learning occurs, when trying to link new learning material with prior knowledge (Zhang, 2001). This study is also in line with Chan (2005) showing that the pre-test preparation which is held 10 minutes before each class can be done.

Many studies have examined whether students' perceptions of pre-reading help in classroom learning. Alemi and Ebadi (2010) examined the effects of pre-reading activities among 40 undergraduate ESP reading comprehension techniques students. The authors concluded that the pre-reading work activities would improve students' reading comprehension skills. Yusuf (2011) investigated the effect of pre-reading activities on reading comprehension of ESL students in secondary schools.