

**AN ANALYSIS OF TEACHERS' TEACHING STRATEGIES ON PRIOR  
KNOWLEDGE IN READING COMPREHENSION**

**Undergraduate Thesis**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS  
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UNIVERSITY OF LAMPUNG  
2023**

## **ABSTRACT**

### **AN ANALYSIS OF TEACHERS' TEACHING STRATEGIES ON PRIOR KNOWLEDGE IN READING COMPREHENSION**

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This research aims to determine the teaching strategies of English teachers use to activate students' prior knowledge in reading comprehension. This research aims to obtain detailed information regarding the techniques used by the teachers. This research uses mixed methods with qualitative and quantitative approaches. The participants in this research are two English teachers. To achieve this goal, the researcher used two instruments: a questionnaire and observations. This instrument determines the strategies used and how English teachers apply them in classroom teaching. All data are analyzed using three stages: data reduction, presentation, and conclusion. The results of the questionnaire showed that they understood the role of the teacher and knew what prior knowledge is, but on the results of observations, they did not implement any strategies to increase students' awareness of the importance of prior knowledge, so it was not in line with the questionnaire that the teachers have been filled out. Therefore, this research revealed that the two teachers did not apply their understanding to classroom practice.

Keywords: *observation, prior knowledge, questionnaire, reading comprehension*

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**By**

**DIRA MERSILIYA**

**Undergraduate Thesis**

**Submitted in a Partial Fulfilment of  
The Requirements for S-1 Degree**

**In**

**The Language and Arts Department of  
Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2023**

**Research Title : AN ANALYSIS OF TEACHERS' TEACHING STRATEGIES ON PRIOR KNOWLEDGE IN READING COMPREHENSION**

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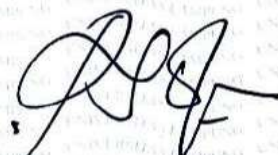
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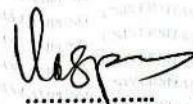
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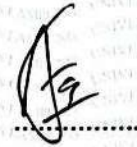
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Dira Mersiliya was born on July 28<sup>th</sup> 2001 in Tulang Bawang. She is the first child of three siblings. She has two younger siblings named Dery Melsandi and Dian Melsela. Her father's name is Darmanudin, and her mother's is Martini.

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## **MOTTO**

*“If there are no stars in the sky, let the moonlight guide us. If the moon looks dark, let our faces be the light on our respective paths. We may all be tired, but let's dream again.”*

- *Kim Namjoon*



## **DEDICATION**

Dedicated to my beloved parents, two younger siblings, family, and friends, who always support me and give me much love.

## ACKNOWLEDGEMENT

Alhamdulillahirabbil'alaamiin, the researcher praises the presence of Allah SWT for the blessings and grace given to the researcher during the preparation and completion of the thesis entitled "An Analysis of Teachers' Teaching Strategies on Prior Knowledge in Reading Comprehension." Shalawat and sa-alam are offered to the Prophet Muhammad SAW, the last messenger who brought us from darkness to light. In writing this thesis, the researcher encounters many difficulties, so the researcher finds that this thesis has many shortcomings and weaknesses. For the research to be perfect, correction and encouragement are needed. Researcher would like to express their deepest gratitude to those who have provided encouragement, advice, inspiration, and assistance.

The researcher realizes that many parties have provided helpful assistance and suggestions in completing this thesis. Without their help, this thesis would not exist. Therefore, the researcher would like to express his sincere gratitude and gratitude to:

1. Her gratitude is dedicated to Dr Feni Munifatullah, M.Hum., the first advisor and head of the English Education study program, who always gave the best advice and patiently guided the writer in completing this research.
2. Fajar Riyantika, S.Pd., M.A., as the second advisor who always provided support, advice, and motivation to complete this research.
3. Mahpul, M.A., Ph.D., as examiner who has provided constructive suggestions and evaluations for the progress of this thesis.
4. All lecturers in the English Department have given the author valuable lessons and experiences.

5. Her deepest gratitude is dedicated to her wonderful parent, Mr. Darmanudin, who has played an extraordinary role in the writer's life. Thank you for always supporting everything the writer does. Her beloved mother, Mrs. Martini, for her never-ending love and prayers. Thank you for being a good mother who always advises the writer to become a better person.
6. Her two younger siblings, Dery Melsandi and Dian Melsela, are also extraordinary.
7. Her cousins, Mia Rosmalita, Melisa Jaya, Merdaliya, and Melki Safari, also motivated the writer to complete this research.
8. Her beloved friends are Diva, Sarah, Etak, Fairuz, Desy, Anas, Rosa, Indria, and Maula. Thank you for the precious memories during the four years of college. Also, thank you for being good friends, supportive, entertaining, and helping each other.
9. Her other beloved friends, Varra, Katrine, Nurma, and Adzkiya, are the kindest people the writer has ever met. Thank you for listening, helping, and supporting the writer during her college studies.
10. Her friends since the *Kampus Mengajar* program, Cindy and Ebi, have also contributed a lot to the writer.
11. Her friends since high school, Defi and Fitri, have also been pursuing their respective careers.
12. Her most annoying friend, Erico, has always supported, advised, and listened to the author's complaints.
13. Her beloved friends in Class A and all of English Education 19, thank you for the memorable stories we had been through together.
14. And her one and only mood booster are Bangtan Sonyeondan.

At last, the writer acknowledges the shortcomings of this work. There could be errors in this study. As a result, the writer values criticism and recommendations for development. The writer expects that readers, parties interested in conducting additional research, and the field of education will all benefit from this study.

Bandar Lampung, 15 January 2024

The Writer,

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## **I. INTRODUCTION**

This chapter discusses some points, including background, research questions, research objective, the uses of the research, the scope of the research, and the definition of terms.

### **1.1 Background**

Teaching or imparting a subject and educating students in and out of the classroom is the primary role of a teacher. A strategy or teaching plan is needed to deliver the learning material and create a good and effective learning environment. Teaching strategies are essential for teachers not carelessly to present the teaching material.

According to Aswan (2010), a teaching strategy is an education strategy defined as a planning method or a sequence of activities designed to achieve an educational goal. A teaching strategy is a teacher's plan to achieve what is planned in teaching and learning. In other words, teaching strategies are approaches to teaching students. The teacher must implement a strategy to balance the teacher's method and how the teacher applies the material. Teaching strategies where students can analyze, interpret, reason, synthesize, evaluate, and create play a key role in such learning. The participation of teachers in creating an inclusive

culture during learning plays an essential role in the conceptual interpretation of students, the analysis of skills and problem-solving skills, and the reconstruction of thinking (Divya, 2016). Every teacher is expected to have the ability to create learning conditions that challenge the creativity and activity of students, increase student motivation, use multimedia, and use many methods and many sources to achieve the expected learning goals (Rusman 2012, in Alfian 2018). The English teacher in Indonesia has adopted many teaching strategies. These strategies can help the teacher in the teaching and learning process. The teacher must also learn about these strategies because they are implemented in the classroom. Then, before using it, the teacher must know which method suits the material being taught (Alfian, 2018).

Using a strategy is necessary to help students understand while learning, especially when teaching reading skills. According to Yulia, Syafrizal, and Syafradin (2020), reading is an essential language skill for students. These activities allow students to improve their language and experience. They acquire both the information and ideas they need. They also learn what they did not know before. Students who master reading skills will quickly explore the meaning of reading because they have a better vocabulary in context.

Harmer (2007) in Fitri Nurdianingsih (2021) states that reading is helpful for language acquisition; the more students read, the better they understand it. In addition, reading positively affects students' vocabulary, spelling, and writing knowledge. Furthermore, reading comprehension is *“the process of simultaneously extracting and constructing meaning through interaction and engagement with*

*written language.*” Reading is one of the basic skills of language learning that cannot be separated from other language skills. The purpose of reading comprehension is to help students understand written language. Students with high comprehension check their understanding while reading and use strategies or techniques to understand what breaks the meaning. Then, students understand the content of the texts, and finally they can conclude what they have read to show their understanding after the reading activity.

According to Adler C.R. (2001), in Gendis, Dedi, and Hilda (2020), strategies for teaching reading comprehension are conscious plans—the steps that good readers use to understand a text. Teaching comprehension strategies help students develop into purposeful, active readers who monitor their reading comprehension. Meanwhile, according to Klingner (2017:2), reading comprehension is “*the process of creating meaning through the coordination of several complex processes, including word reading, knowledge of words and the world, and fluency.*” It refers to the ability to interpret the word and to understand the meaning and connections of the ideas conveyed in the text. In addition, he summarized the teaching of reading comprehension to the teacher according to a three-stage procedure: mention, exercise, and evaluation. In other words, teachers mention skills that students want to use, then provide opportunities to practice them through workbooks or worksheets, and finally assess whether or not they are using the skill successfully.

Good reading comprehension can promote classroom participation for good learning. Good readers know how well they understand a text when they read it. Good readers also take active steps to overcome reading comprehension difficulties.

This also relates to the student's prior knowledge when comprehending a reading piece. According to Koh Moy Yin (1985), teachers and material writers have often recognized the importance of previous knowledge in the comprehension process: students are encouraged to connect what they read in the text to what they already know. This encouragement often takes the form of a 'warm-up session before the reading begins. Sometimes, texts are rejected because their information is too unfamiliar to the students. Despite this, prior knowledge is often forgotten or ignored when reading conversational texts. The complexity of texts is discussed as if linguistic factors were the only applicable ones; 'general' texts are rated more suitable for all classes than 'specific' ones.

Prior knowledge can come from experience or reading. When readers activate their prior knowledge, they connect what they already know to what they read. The text itself only has part of the meaning. The reader brings knowledge, information, feelings, and culture to the printed word, the schema (Brown 2001, in Ibrahim and Ahmed 2013). Schemas include what we know about people, the world, culture, and the universe, while formal schemas comprise our knowledge's discourse structure. Retaining information about a text requires prior knowledge. Activating prior knowledge before reading helps students prepare for reading and be open to new information. It focuses on students' reading and allows them to read purposefully. Finding a purpose and asking questions about the topic before reading helps students take responsibility for their reading.

Abraham (2002:6) in Yahya and Salma (2015) argues that teaching reading "*forces teachers to activate students' schemas in the pre-reading stage by helping students*

*recognize the knowledge they already have about the subject of the text.*”. Carrell and Floyd (1987) in Yahya and Salma (2015) also argue that teachers should provide their students with the correct schemas they lack and help them build bridges between existing knowledge and new knowledge. Similarly, Al-Issa (2006) in Yahya and Salam (2015) shows that reading teachers should consider that all written texts require prior knowledge. Therefore, reading teachers must help readers activate their prior knowledge through problem-solving, creative, and interpretive strategies where students can use whatever expertise or resources they have. By teaching students to start and operate their prior knowledge, teachers help them become good readers.

## **1.2 Research Question**

Based on the background above, the researcher formulated the problems in question form as below:

1. What strategies do teachers use to teach prior knowledge in reading comprehension?

## **1.3 Research Objective**

This research aimed to determine teachers’ teaching strategies based on prior knowledge of reading comprehension.

## **1.4 The Uses of the Research**

The findings of this study were expected to be useful both theoretically and practically:

1. Theoretically, it can support and strengthen previous studies and be a reference for future researchers who wish to conduct related research.
2. Practically, it can be helpful for teachers to find good strategies for teaching students' reading comprehension.

### **1.5 The Scope of the Research**

This research was conducted through mixed methods. This research aimed to describe teachers' teaching strategies regarding prior knowledge in reading comprehension in the teaching and learning process.

### **1.6 Definition of Terms**

In this study, several terms appear most often in the explanation of each chapter.

These terms are related to the core of this research, such as:

1. Teaching Strategy

Teaching strategy is a teacher's activity in implementing the curriculum, which means that the teacher's efforts use several teaching variables (objectives, materials, methods, tools, and evaluation) to influence students to achieve the set goals.

2. Prior Knowledge

Prior knowledge is a set of experiences, attitudes, knowledge, and even beliefs that a person acquires from experiences throughout his life that will be used to construct new knowledge and experiences.



### 3. Reading Comprehension

Reading comprehension is the ability to read a text, process it, and understand its meaning. It depends on two related skills: word count (the ability to decode symbols on a page) and language comprehension (understanding the meaning of words and sentences).

## **II. LITERATURE REVIEW**

This chapter discusses the literature review that was used in this study. It consists of the previous study, teaching reading comprehension, theories of reading comprehension, the stage of teaching reading, the principles of teaching reading, effective strategies for reading comprehension, and theoretical assumptions.

### **2.1 Previous Study**

Puji Rahayu (2022), in *an Analysis on Teacher Strategies in Teaching Reading Comprehension for Eight Grade Students in The New Normal Era at Junior High School 21 Jambi*, conducted the research in Jambi. Based on the findings and discussion in the previous chapter, the results of this research show that the strategies teachers use in teaching reading comprehension in the new normal era for eighth-grade students at Junior High School include scaffolding and QAR in the K13 curriculum, which uses a scientific approach to teaching. In this curriculum, the teacher acts as a facilitator for students. This strategy is employed to engage students actively and foster interest in learning English in the classroom, making the process enjoyable, particularly in the context of reading comprehension.

Alfian (2018), in *an Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone*, conducted the research in Makassar. The researcher will conclude the findings by showing the students the observation checklist and questionnaire results. 1. The teacher uses two strategies in teaching English: reciprocal teaching and question-answer relationships. 2. Students' perceptions about the two methods are easier to understand, can convey and change opinions, get new ideas, and can motivate them to think in groups. Students can get used to practicing speaking by asking questions and answering them.

Fitri (2021), in *Teachers' Strategies in Teaching Reading Comprehension at Senior High School Bojonegoro*, conducted the research in Bojonegoro. The result shows that the teacher used three teaching strategies in teaching reading comprehension: understanding text, individual and group strategies, and question-and-answer relationships (QARs). The strategy was used so that the students understood the reading and the contents of the reading. Based on this research, the strategy effectively teaches reading comprehension because it can help students comprehend the text. Students with reading difficulty would be more able to master reading comprehension. In addition, those strategies could help the students become more active. It is suggested that the teachers use a strategy for teaching reading comprehension following the students' proficiency levels and characteristics.

Yahya Al-Jahwari & Salma Al-Humaidi (2013), *Prior Knowledge in EFL Reading Comprehension: Omani Teachers' Perspectives & Classroom Strategies* conducted in Oman. The study investigated three main aspects related to prior knowledge in EFL reading comprehension in Oman: teachers' view of the role of prior

knowledge, the instructional strategies they use for activating students' prior knowledge, and the difficulties they face when starting students' prior knowledge. To this end, three instruments were used: a questionnaire, an observation checklist, and a semi-structured interview. The findings of the study showed a strong agreement of the role of prior knowledge in text comprehension, a heavy reliance on a limited number of techniques, and a clear attribution of the difficulties to sources such as students limited linguistic competence and lack of adequate teacher training on schema theory and its instructional techniques. In light of the findings, some implications for EFL teachers, in-service teachers training, and curriculum development are given.

Ibrahim & Ahmed (2014), *The Role of Background Knowledge in Enhancing Reading Comprehension*, conducted research in Sahqra, Saudi Arabia. Based on research findings, the results of this research strategy used is the strategy of thieves. This strategy establishes a communicative working model that increases learners' motivation to read and understand informational texts. Examining the role of activating prior knowledge about text previews in improving readers' comprehension of informative texts proved crucial in both parts of the experiment. This leads us to conclude that text preview is an effective strategy for activating students' prior knowledge when reading informative texts, thereby improving their reading comprehension.

Muhammad Hudri & Jannatun Naim (2017), *An Analysis of Teacher Strategies in Teaching Reading at The First Years Students of SMK 2 Gerung In Academic Year 2016/2017*, conducted the research in Gerung, Lombok Barat. This study employed

a qualitative research design, included as a case study, using two data collection techniques: observation and interview. The object of this study was the teacher in the first year. Interviews were used to support the data gathered from classroom observation. The data were analyzed using three significant analysis phases: data reduction, display, conclusion drawing, and verification. This study revealed that the teachers used three strategies to teach reading at SMK 2 Gerung West Lombok; the first is the memorizing strategy, where the students must remember five vocabulary words every meeting. Secondly is the Question-Answer Relationship; the teacher uses this strategy to know whether the students understand. The third strategy is the Game; the teacher uses this strategy to motivate students in the teaching reading process.

Noureldin Mohammed Abdelaal & Amal Saleh Sase (2014), *Relationship between Prior Knowledge and Reading Comprehension*, conducted the research in Malaysia. The results of this study demonstrated a highly substantial correlation between reading comprehension and prior knowledge. It showed how excellent reading comprehension is correlated with high prior knowledge. The study found a poor correlation between reading comprehension and prior knowledge despite a significant correlation between high prior knowledge and reading comprehension. It demonstrates that a high level of previous knowledge is necessary to score well in reading comprehension. On the other hand, if the reader is exceptionally proficient in the language, then having less prior knowledge does not necessarily translate into subpar performance.

Weng Pei-Shi (2012), *The Effect of Background Knowledge on EFL Learners' Reading Comprehension*, conducted research in Taiwan. From this study, teachers of EFL reading need to be aware of the importance of background knowledge in EFL reading. Schema theory suggests that the purpose of building and learning to activate appropriate background knowledge of texts is to produce better reading comprehension. In addition, in an English reading classroom, the teachers should facilitate acquiring suitable background knowledge. Thus, to emphasize the role of background knowledge in reading comprehension, the following are some educational implications for teachers to improve students' reading comprehension in an EFL reading classroom.

## **2.2 Teaching Reading Comprehension**

Teaching is a didactic process in which teachers and students participate and whose primary purpose is to promote and support learning. According to Kimble-Garmezy (1963: 133) in Karolina (2015), teaching is defined as "showing or helping someone how to do something, give instructions, lead in learning something, convey information, get to know or understand." Teaching is carried out by directing students to do activities to gain knowledge. Teachers can help students gain knowledge by providing tools such as assignments. By giving these assignments, the teacher allows students to learn independently. A broader understanding of teaching is always related to the many methods teachers can use to facilitate learning. For teaching and learning to proceed smoothly, the teacher must create an excellent student-learning situation. In a healthy environment, the teacher must

consider the classroom method or technique used, as it can affect the delivery of lessons.

In reading comprehension, teachers need strategies to help students understand reading texts. According to Brown (2001: 306-311), the following are strategies that can be applied in teaching reading comprehension:

1. Identify the purpose of reading

By knowing the purpose of the reader's reading, the reader can eliminate unwanted interference or information. With this strategy, students get the information they want when reading the text.

2. Use grapheme rules and patterns to aid in bottom-up decoding

Learning English at the elementary level is difficult for students learning to read to achieve correspondence in spoken and written English. Here, the teacher must also teach to read vocal sounds such as (bat, foot, desire, etc.) and sounds with a silent "e" such as (late, time, bite, etc.).

3. Use an efficient, silent reading technique for relatively rapid comprehension (for intermediate to advanced levels)

For an advanced learner, the teacher can apply the reading quickly to reduce the time needed for reading. The reader does not need to pronounce every word and know the meaning of every word, but it is more important to understand the text.

4. Skimming the text for the main idea

Skimming is one of the most essential reading strategies for students. Skimming is a speed-reading technique that involves looking for important things and basic reading ideas (such as essays, articles, or chapters) to get the gist of a text or the main idea of a text. Skimming gives readers the advantage of knowing the



paragraph's purpose, theme, or thrust and perhaps some ideas that develop or support it.

#### 5. Scanning the text for specific information

Scanning is a reading technique that quickly finds particular information that the reader needs to read. Text scanning exercises can ask students to search for names or dates, see definitions of key terms, or list several supporting pieces of information.

A teacher can use these micro-skills to overcome students' reading comprehension difficulties. In addition, students must work hard to become strong readers. Strong reading skills help students in all other subjects and their future personal and professional lives. Based on the definition above, teaching reading comprehension is an instruction given by the teacher so that students achieve an understanding of the text by using specific techniques.

### **2.3 Theories of Reading Comprehension**

#### **2.3.1 Mental Representations**

Van Oostendorp and Goldman (1998) in Abbas (2016) argued that when a reader reads a text, they can create a mental representation that explains how the reader understands the text. Many studies have confirmed that multiple levels of representation are involved in constructing meaning. According to Kintsch (1998) in Abbas (2016), the reader develops three levels of mental representation when reading a text. They are the surface component, the text base, and the situation model. The situation model is a structure that combines the text base and related

features of reader knowledge. Creating a text base requires some prior knowledge. Still, this knowledge is more general, which is needed to decode texts in general, while creating a situation model requires prior knowledge that is more specific to the content of the text.

Kintsch (1998) continued that when words and sentences are encoded in a mental representation, it is defined as the surface component of the mental representation rather than the meaning of the words and sentences. The textbase expresses the meaning of the text and consists of those parts and connections that arose from the text itself, without adding anything that is not identified from the text. You can make a text base without remembering the exact words or phrases from the text. The reader applies prior knowledge to create a more complete and coherent mental representation in a pure textbase.

### **2.3.2 Content Literacy**

Content literacy is reading, understanding, and learning texts about a specific topic. There are three types of content reading skills: general reading skills, content-specific reading skills, and prior content knowledge. General and content-specific reading skills indicate a more general knowledge that does not depend on the detailed content of a particular text. This information creates a text base for mental representation (McKenna and Robinson, 1990).

Prior content knowledge is related to the content of a particular text that is applied in a mental representation to build a model of the situation. For example, it needs

to be clarified that mathematics requires content-specific reading skills and that reading comprehension in mathematics depends on more general reading skills and prior knowledge. The main reason for the need for content-specific reading skills is the symbolic language of mathematics (McKenna and Robinson, 1990).

### **2.3.3 Cognitive Processes**

Applying syntactic and semantic rules to activate specific prior knowledge happens automatically and unconsciously. Different cognitive processes are more or less conscious. *Perception* is defined as highly automatic and unconscious processes. For example, when we see a dog and feel it directly as a dog, we are aware of the outcome of the process, but there are no active and conscious thought processes to recognize it (Kintsch, 1992). Problem-solving involves active thinking when we want to remember the name of a person we have seen and known. Therefore, when we read a text without difficulty understanding what we are reading, the process is more about perception than problem-solving because the process of understanding is unconscious. It is an understanding between perception and problem-solving (Kintsch, 1992).

## **2.4 The Stage of Teaching Reading**

There are three stages in teaching reading. The first stage is the pre-reading discussion, which involves introducing the topic and preparing students for the text. In addition, Abbott (1981:95) in Arista and Aswandi (2014) describes pre-reading activities such as asking students to read only titles or headings to anticipate the

content, showing a picture or video to remind students of the description of the text they are about to read, and general structure, language features, and some explanatory vocabularies such as key words whose meaning is needed to understand the text. In the second stage, there are reading assignments where students are given instructions that provide a purpose for reading and act as a guide for reading. Abbott (1981:96) in Arista and Aswandi (2014) describes activities that sharpen students' cognitive functioning, such as identifying the main idea, looking for details, following a sequence, deciding on an opinion, accepting the purpose and opinion of the author, and knowing the general structure and characteristics of language. The third stage includes post-reading exercises where students are given short comprehension questions, vocabulary, an opportunity to discuss the topic and the author's reasoning, and a summary writing task.

## **2.5 The Principles of Teaching Reading**

According to Harmer (1998:70) in Arista and Aswandi (2014), there are some principles to teach reading. These six principles could be considered for teachers to teach reading effectively, they are:

1. Reading is not a passive skill
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text rather than just to the language.
4. Prediction is a significant factor in reading
5. Match the task to the topic
6. Good teachers exploit reading text to the full

Considering these points, using an interactive reading model is consistent with the principles of reading instruction because the interactive reading model allows students to be active in reading and suggests different methods to the teacher to make students read comprehensively.

## **2.6 Effective Strategies for Reading Comprehension**

### **2.6.1 Activating and Using Prior Knowledge**

In this strategy, readers activate their prior knowledge and apply it to help them understand what they are reading. This knowledge includes individuals' experiences of the world and their concepts of how written texts work, (1) word recognition, (2) typographical concepts, (3) word meanings, (4) and how texts are formed (Anderson & Pearson, 1984).

Schema theory is critical in understanding (Anderson & Pearson, 1984; Anderson et al., 1977). The theory is based on how people form and activate their prior knowledge. The theory explains that people create knowledge structures or schemas when they learn about the world. These schemas evolve and transform as individuals learn new information through experience and reading. For example, a child's schema for dogs might include understanding the family pet as white, furry, and fun. Dog schemas develop and can improve as children gain more experience with many dogs in different settings. It can refer to other pattern types of dogs, such as the dog's color, the dog's food, where they live when the family is on vacation and dangerous dogs.

Cognitive scientists have found that successful readers often connect their prior knowledge with new knowledge they encounter in texts. Good readers activate their schemas when they start reading. The first mode affects how readers understand and respond to texts (Pichert & Anderson, 1977). Schemas are especially important for reading comprehension. Knowledge of text organization can help learners better understand that text (Armbruster, Anderson, and Ostertag, 1987).

### **2.6.2 Generating and Asking Questions**

In this strategy, readers ask relevant questions as they read the text. This strategy helps readers assemble information, identify main ideas, and summarize information. Asking the right questions allows successful readers to focus on the most essential information in a text (Wood, Woloshyn, & Willoughby, 1995). Creating relevant questions helps good readers concentrate on understanding the problems and taking the necessary actions to solve them (Pressley, Symons, McGoldrick, & Snyder, 1995).

### **2.6.3 Making Inferences**

Readers evaluate or draw conclusions based on the information in the text. Using this strategy, the writer only sometimes provides complete details on the subject, place, personality, or event. Instead, they combine information in the text with their prior knowledge through reasoning, providing information readers can use to read. Through this process, readers improve their ability to create meaning. Drawing

inferences is essential to reading success (Anderson & Pearson, 1984; Hansen & Pearson, 1983).

#### **2.6.4 Predicting**

In this strategy, readers can infer meaning from the text by making educated guesses. Successful readers use predictions to transform their existing knowledge of the text into new information to understand what they read. Before reading, readers can apply their knowledge of the author to predict what the text is about. The title of a text can direct memories of texts with the same content, allowing them to guess the content of a new text. As they read, successful readers can predict what will happen next or what opinions the writer offers to support the discussion. Readers continually try to evaluate these predictions and modify any predictions not accepted by the reading (Gillet and Temple, 1994).

#### **2.6.5 Summarizing**

Readers connect the information to the text and specify in their own words what it is about. Summarizing is an essential strategy that allows readers to remember the text quickly. In this strategy, readers can be aware of the structure of the text, what is necessary in the text, and how the opinions are related. A practical summary of an expository text includes, for example, summarizing the stages of a scientific process, the developmental stages of an artistic movement, or episodes leading to certain critical historical events. A practical summary of a narrative text includes connecting the story's events or identifying the elements contributing to the character's actions and behavior (Hong, Diamond, & Gutlohn, 2000).

### **2.6.6 Visualizing**

Readers can create a mental image of the text to understand the processes encountered while reading. This skill shows that the reader understands the text. Readers who visualize while reading can remember what they read better than those who do not imagine (Pressley, 1976). Imagery is significant when used in narrative texts. Readers reading narrative texts can easily understand what is happening by visualizing the plot's place, people, or actions. It can also be used to read introductory texts. Readers visualize stages of an event or form an image that helps them remember some abstract idea or important names (Gambrell and Bales, 1986).

### **2.6.7 Comprehension Monitoring**

In this strategy, readers can know when they comprehend what they read when they do not perceive it and apply suitable strategies to improve their understanding. Successful readers know and control their thought processes while reading. The strategies that successful readers use to enhance their comprehension are called "remedial strategies." Some revision strategies include rereading, reading aloud, and explaining words by looking them up or asking for help (Paris, Wasik, & Turner, 1991). Successful readers try to use different strategies to understand what they read. They do not use similar strategies; instead, they want to expand and practice strategies that work for them. In addition, they are very flexible in applying their strategies, varying from strategy to strategy and applying different strategies to different types of texts (Paris, Wasik & Turner, 1991). The key here is that



successful readers can decide which strategies to use and when to use them. Many students benefit from explicit instruction to apply specific strategies to understand a text. Another is that certain comprehension strategies can be taught and learned, and their intentional use can help readers improve their comprehension.

## **2.7 Theoretical Assumption**

In line with the theories above, the researcher assumed strategies in teaching reading comprehension to be very effective in helping students understand texts. Students who experience difficulty in reading will more easily master reading comprehension. In addition, strategies in teaching can help students become more active in reading.

### **III. METHODOLOGY**

This chapter explains the research design, population and sample, research instrument, data collecting technique, and data analysis.

#### **3.1 Research Design**

In this research, the researcher employed descriptive research methodology. According to Williams (2007), descriptive research is a research design used to examine a situation by identifying attributes of a particular phenomenon based on observational evidence. This type of research is utilized to describe and interpret the data being studied, relying on facts supported by accurate theories. In essence, descriptive research is related to the conditions that occur at the time of the study, employing one variable or more and investigating factual information. The purpose of this methodology was to find out how the teacher's strategy in teaching prior knowledge in reading comprehension. As stated by Muijs (2004), quantitative research uses numerical notation to represent and manipulate observations in research. This number notation was intended to describe and explain collected and reflected phenomena. The researcher decided to collect quantitative data through questionnaires distributed to several teachers currently undergoing the Teacher Professional Education Program. This technique aims to

find out the teacher's strategy for teaching. To answer the second research question, namely whether teachers consider students' prior knowledge when using teaching strategies for reading comprehension, the researcher used qualitative descriptive research to describe what the researcher observed. Therefore, researchers collected qualitative data in the form of observations to obtain in-depth information regarding teachers' teaching strategies in this research.

### **3.2 Population and Sample**

The subjects of this research were teachers from Teacher Professional Education. Samples were taken using passive sentences.

### **3.3 Instrument of the Research**

According to Yin (2011), the research instrument was a tool for collecting data. In this study, researchers used questionnaires and observation videos as instruments to collect data.

#### **a. Questionnaire**

According to Ary (2010), a questionnaire is a tool in which respondents can provide written answers to questions or mark items that indicate their answers. In this study, the researcher used a questionnaire instrument with twenty-six constructs, each comprising two items. The twenty-six constructs used are statements regarding teachers' teaching strategies regarding prior knowledge in reading comprehension. Respondents provide answers to each item in the form of semantic differences. The type of questionnaire used is a closed questionnaire and is given indirectly (sent) to respondents via Google form. The type of scale

used is a Likert scale with five answer choices: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree.

b. Observation

Data analysis took place from observing the activities of students and teachers in the classroom. From observation, the researcher wanted to know teachers' strategies for teaching reading. The researcher used the observation board to analyze the student's performance and the method used by the teachers. Observation is one of the first steps that helps a researcher collect data or information. The researcher gathers data through systematic records, events, objects, and things that the researcher has found during observations, which is necessary to support ongoing research (Sarwono, 2006:224).

### **3.4 Data Collecting Technique**

To collect data, this study used the following instruments:

a. Questionnaire

The type of questionnaire used is a closed questionnaire, which is given indirectly (sent) to respondents via Google form. It consists of a questionnaire with open statements to determine the teacher's teaching strategies regarding prior knowledge in reading comprehension.

b. Observation

According to Suharsimi (2016:230), observation involves attention to a visible phenomenon, such as observing events or movement processes. Observation was made during the teaching and learning process, and the objects of observation were teachers and students. In this research, data analysis was carried out by

observing student and teacher activities in the classroom. From observations, researchers want to know teachers' strategies for teaching reading. Researchers used observation boards to analyze student performance and the methods used by teachers.

### **3.5 Data Analysis**

The data in this research were collected from teacher questionnaires and observation videos. This research aimed to find out and describe teachers' strategies on prior knowledge in teaching reading comprehension.

## **V. CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher draws several conclusions regarding the results of the research, which have been reported and discussed in the previous chapter. The researcher also provides some suggestions for parties supporting the teaching-learning process.

### **5.1 Conclusions**

After the researcher conducted the research and obtained the data analyzed in the previous chapter, it can be concluded that the teacher's strategy analysis was correct. Based on the questionnaire results, with points 78.4 for teacher one and 79.2 for teacher two, these points were obtained based on the teacher's responses. The results of the teacher questionnaire showed that they understand the role of teachers in teaching, implementing learning media, and managing students' roles. Based on the results of the observations, the two teachers had different roles. Teacher one explained the previous lesson again, aiming to determine the students' prior understanding. Meanwhile, the second teacher did not explain the previous material again; the teacher only presented the material that would be taught that day. Therefore, the results of the questionnaire and observations are not synchronized because the teacher's questionnaire did not match the results of the observations. The reason was that it could be seen from the questionnaire

results. They understood the teacher's role and knew what prior knowledge was. Still, from the results of their observations, they were not implementing any strategies to increase awareness of the importance of prior knowledge. It can be concluded again that the two teachers did not understand the importance of prior knowledge.

## **5.2 Suggestions**

In reference to the conclusions, the researcher gave several suggestions as follows:

### **1. Suggestions for English Teachers**

Teacher should consider using the advantages found in the analysis' results of teacher's teaching strategies on prior knowledge in reading comprehension. Teaching strategies for prior knowledge should be carried out effectively by considering the teacher's role when conducting lessons on reading comprehension.

### **2. Suggestions for Further Researchers**

This research was conducted at the high school level. Future researchers may find teachers' teaching strategies based on previous reading comprehension knowledge at various school levels, such as junior high school teachers and lecturers at the university level. Therefore, future researchers can determine the teacher's response, motivation, or attitude. In addition, because this research did not use interviews, only questionnaires, and observations, it is recommended that future researchers use interviews to find out the teachers' points of view.

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