

**PREVIEWING AND WEBBING FOR ACTIVATING STUDENTS'
PRIOR KNOWLEDGE IN TEACHING READING
COMPREHENSION**

THESIS



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APPROVAL SHEET

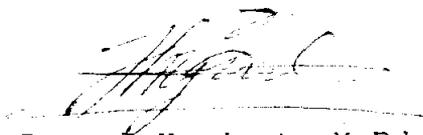
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This thesis entitled **PREVIEWING AND WEBBING FOR ACTIVATING STUDENTS' PRIOR KNOWLEDGE IN TEACHING READING COMPREHENSION**, prepared and submitted by Shinta, has been approved and accepted as Partial Fulfillment of the Requirements for The Sarjana Pendidikan Degree in English Teaching by the following advisors



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ABSTRACT

Shinta, **Previewing and Webbing for Activating Students' Prior Knowledge in Teaching Reading Comprehension.** S1-Thesis, The English Department of Widya Mandala Catholic University, Surabaya, 1995.

One of the aims of teaching of English is effective reading ability. The purpose is to comprehend the content of textbooks and reference materials in English. Reading is an important skill. the reasons are reading helps students learn to think in the new language, and reading helps students build a better vocabulary.

Most SMA students do not speak English much, but they have to read English texts. When the students read English text, they seem to read with less understanding than the teacher's expectation. The students are not used to comprehend the English texts using their background knowledge. They only discuss the vocabulary and answer the useless questions which are not useful.

Background knowledge or prior information is what the students already know or have experienced about the text that they are going to read. In the process of reading, it is very important for the students to have background knowledge. The students cannot comprehend the English texts well if they cannot relate their background knowledge which is relevant to the text that they are going to read. Moreover, if the texts are unfamiliar to them, they may become disinterested and get bored easily toward the texts. Considering such a condition, the writer would like to suggest two techniques to teach reading comprehension, they are: previewing and webbing.

The two techniques above are suggested in order to help students develop their prior knowledge. In webbing, the students are led by the teacher in offering words or phrases related to the topic written on the board (brainstorming) in turn. Then they are led by the teacher in organizing this seemingly random collection of terms into categories. Previewing is done before the students read the texts. They scan each page or part of the passage looking at illustrations and text features such as boldface printings and headings.